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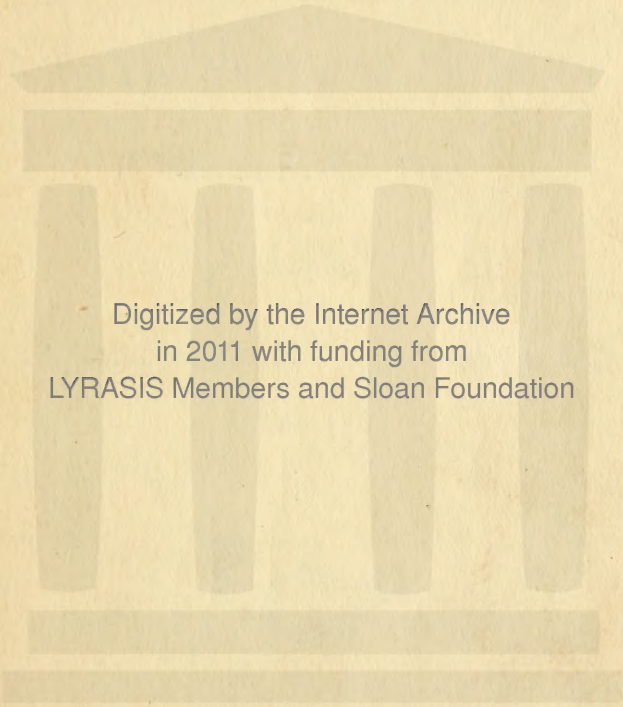
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YEAR BOOK

of

#222

EASTERN KENTUCKY STATE NORMAL SCHOOL

Richmond, Kentucky

1920

ANNOUNCEMENT OF COURSES

1920-1921

EASTERN KENTUCKY REVIEW

VOL. XIV OCTOBER, 1920 NO. 5

PUBLISHED BI-MONTHLY BY EASTERN KENTUCKY STATE NORMAL SCHOOL AND ENTERED AT THE POST-OFFICE AT RICHMOND, KY., AS SECOND-CLASS MATTER

THE STATE JOURNAL COMPANY
Printer to the Commonwealth
Frankfort, Ky.

Calendar

SESSION 1920-21

First Term

Enrollment of Students	Monday, September 20.
Class Work Begins	Tuesday, September 21.
First Term Closes	Friday, November 26.

Second Term

Enrollment of Students	Monday, November 29.
Class Work Begins	Tuesday, November 30.
Holiday Recess	December 23—Jan. 3.
Class Work Resumes	Tuesday, January 4.
Second Term Closes	Friday, February 4.

Third Term

Enrollment of Students	Monday, February 7.
Class Work Begins	Tuesday, February 8.
Third Term Closes	Friday, April 15.

Fourth Term

Enrollment of Students	Monday, April 18.
Class Work Begins	Tuesday, April 19.
Fourth Term Closes	Friday, June 24.

Commencement Week

Annual Sermon	Sunday, June 19, 8 P. M.
Class and Field Day	Monday, June 20, 8 A. M.
High School Junior and Senior Reception	Monday, June 20, 8 P. M.
Presentation of Elementary Certificates	Tuesday, June 21, 9:45 A. M.
Commencement Play	Tuesday, June 21, 8 P. M.
Presentation of Intermediate Certificates	Wednesday, June 22, 9:45 A. M.
High School Commencement	Wednesday, June 22, 8 P. M.
Last Chapel Exercises Conducted by Senior Class	Thursday, June 23, 9:45 A. M
President's Reception	Thursday, June 23, 8 to 11 P. M.
Annual Commencement Exercises	Friday, June 24, 10 A. M.
Annual Alumni Business Meeting	Frday, June 24, 4 P. M.
Alumni Reception and Banquet	Friday, June 24, 8 P. M.

Summer School

Enrollment of Students	Monday, June 27.
Class Work Begins	Tuesday, June 28.
Summer Term Closes	Friday, August 19

BOARD OF REGENTS

HON. GEORGE COLVIN.
State Superintendent of Public Instruction, Ex Officio Chairman.

JUDGE J. W. CAMMACK, Owenton, Kentucky,
Secretary of Board
Term expires 1924.

HON. C. F. WEAVER, Ashland, Kentucky.
Term expires 1924

HON. H. M. BROCK, Harlan, Kentucky
Term expires 1922

HON. J. A. SULLIVAN, Richmond, Kentucky
Term expires 1922

EXECUTIVE COMMITTEE

HON. J. A. SULLIVAN, Chairman MR. PAUL BURNAM, Secretary
HON. GEO. COLVIN HON. H. M. BROCK
PRESIDENT T. J. COATES

NORMAL EXECUTIVE COUNCIL

HON. GEORGE COLVIN,
Ex Officio President of the Council

H. H. CHERRY,
President of Western Normal, Vice President of the Council

T. J. COATES,
President of Eastern Normal, Secretary of the Council

The Faculty

THOMAS JACKSON COATES, A. B. and A. M., President
School Administration

A. B. and A. M., Southern Normal School, Bowling Green, Kentucky; Certificate from Cook County Normal School and Emmons Blaine School, Chicago; some time student Normal Department of State College, Lexington, Kentucky; Graduate of Lexington Business College; country school teacher five years, Pike County; six years principal graded school, Greenville, Kentucky; twelve years Superintendent City Schools, Princeton, Kentucky; four years Superintendent City Schools, Richmond, Kentucky; six years State Supervisor of Rural and Village Schools in Kentucky; one time President Kentucky Educational Association; instructor in more than one hundred teachers' institutes in Kentucky, Tennessee and Ohio; author of the "Elementary State Course of Study," the "History of Education in Kentucky" and the "Codification of the Kentucky School Laws" in present position 1917.

ERNEST CLIFTON McDOUGLE, A. M., Ph. D., Dean of the Faculty
Education

B. S., National Normal University, 1891; A. B., Southern Normal University, 1893; A. M., Southern Normal University, 1895; Ph. D., Clark University, 1914; three years teacher of Science, Southern Normal University; five years professor Belles Lettres and Pedagogy, National Normal University; some time President Southern Normal University; five years President Georgie Robertson Christian College; instructor of institutes in Kentucky, Tennessee, Ohio and West Virginia; in present position 1907.

MARIE L. ROBERTS
Dean of Women

Graduate "The Western," Oxford, Ohio; graduate work in Columbia University; graduate work in Cambridge University, England; twenty years high school instructor, Ashland, Kentucky; two years instructor "The Western;" in present position 1915.

I. H. BOOTHE, B. Ped.
Commercial Department

Graduate Zanerian Art College; student of National Normal University and graduate of Teachers' Course of same; student of Southern Normal School, State Certificate in Kentucky; graduate Valpariso University; graduate Eastern Kentucky State Normal School, 1910; ten years' experience in teaching in the public schools of Ohio, and fourteen years in Kentucky; author of "The Evolution of the Sentence" and "A Systematic Rotation of Rural School Teachers;" in present position 1907.

JAMES D. BRUNER, Ph. D., Litt. D.

English and French

A. B., Franklin College, 1888; Ph. D., Johns Hopkins University, 1894; Litt. D. Georgetown College, 1917; assistant professor and professor Romance Languages, University of Illinois, 1893-95; assistant professor Romance Languages, University of Chicago, 1894-99; associate professor and professor Romance Languages, University of North Carolina, 1901-09; five years President of Chowan College; two years President of Daughters' College; author of Chateaubriand's Les Aventures du Dernier Abencerage; Feuillet's Le Roman du Jeune Homme Pauvre; Victor Hugo's Hernani; Corneille's Le Cid; Victor Hugo's Dramatic Characters, and the Phonology of the Pistoiese Dialect; in present position 1917.

F. C. BUTTON, A. M.

State Supervisor of Rural Schools

Rural Education

A. M., Bethany College; graduate College of the Bible, Transylvania University; twenty-three years President Morehead (Ky.) Normal School; Supervisor of Rural Schools in Kentucky, 1911; in present position 1914.

C. E. CALDWELL, A. B., A. M.

Mathematics and Spanish

B. S., National Normal University; A B., Marietta College; A. M., Ohio State University; Ohio Life Certificate (High School); State Diploma in Kentucky; eleven years Superintendent Accredited Schools of first class in State of Ohio; two years instructor in Mathematics, Bellaire (Ohio) High School; instructor during summer sessions in Mathematics in Marietta College; in present position 1912.

ASHBY B. CARTER, B. S.

Agriculture and Science

B. S. George Peabody College for Teachers; graduate student George Peabody College for Teachers; graduate student Columbia University; student Richmond College, Virginia; student University Virginia Normal; student Virginia Mechanics' Institute, student Eastern College, Virginia, special training in the trades; teacher and principal Virginia Rural and Secondary Schools; instructor Manual Arts and Science. Pulaski High School, Tenn.; instructor Manual Arts and Agriculture, Gallatin High School, Tenn.; instructor Manual Arts and Science, Peabody Demonstration School, Nashville, Tenn.; present position 1920.

JAMES VIRGIL CHAPMAN

Lecturer Rural Economics

Educated in rural public schools and private high schools; teacher in rural and village schools; instructor in Latin and Mathematics, Middleton High School; associate principal Scottsville Seminary; principal Scottsville Public School (Kentucky); principal Portland Seminary and Normal School (Tennesseë); principal high school and superintendent city schools, Franklin, Ky.; State Agent Rural Schools of Kentucky; member board of examiners, lecturer and institute instructor (Kentucky and Tennessee); contributor to encyclopedia (1916), school journals and other periodicals; author Kentucky School Architecture.

REX W. COX, B. S.

Agriculture and Rural Economics

B. S., College of Agriculture, University of Illinois, 1914; three years teacher in Accredited High Schools; two years instructor State Agricultural School, Madison, Georgia; instructor Fort Hays Kansas State Normal, Hays, Kansas. Present position 1918.

MARY B. DEANE, A. B.

Geography and Grammar

A. B., Episcopal Seminary; graduate student Kentucky University Normal; Training School for Teachers, Valparaiso; student Chicago University; assistant principal Excelsior College; seven years instructor Jessamine College; University of Virginia, 1909; three years instructor Lincoln Memorial University; student University of Michigan and Cornell University; in present position 1911.

NOBLE G. DENISTON, B. S.

Manual Training

B. S., Valparaiso University; student Massachusetts Institute of Technology; graduate work in the University of Chicago; Life certificate in Montana, Louisiana and North Carolina. Supervisor of Manual Training at Livngston, Montana, Baton Rouge, Louisiana and Mobile, Alabama. On the Louisiana State Teachers' Examining Board. Head of the Department of Industrial Arts, Stanley McCormick School, Burnsville, N. C. Head of Manual Arts Department, Mississippi Normal College, Hattiesburg, Mississippi. Present position since 1919.

R. A. EDWARDS, A. B.

Superintendent of Training School and School Administration

A. B., University of Kentucky, 1910; student in summer schools, University of Wisconsin, 1911; University of Minnesota, 1914; University of Tennessee, 1915; Principal Trimble County High School, 1910-14; Superintendent City Schools, Morganfield, Kentucky, 1914-18. Present position 1918.

MAUDE GIBSON

Drawing, Painting and Penmanship

Student two years, painting in oils, water color, china, crayon, pastel and pen and ink, Lebanon Normal University; three years student designing, modeling painting on under glaze and over glaze, Weller Art Pottery Studio; student under Karl Kappes in portrait work; two years public school drawing, Miami University; some time teacher in Pennsylvania, New Mexico, and Clarksville Female College; instructor of Drawing, Birmingham High School; in present position 1910.

VAN GREENLEAF, A. B.

Critic Teacher and Critic in High School

Graduate Chicago University, 1919; graduate Eastern Kentucky State Normal School, 1910; three years student Central University; some time student Chicago University; three years teacher in Kentucky; in present position 1915.

WREN JONES GRINSTEAD, A. M., Ph. D.

Latin and Modern Language

A. B., 1899, and A. M. in Education, 1910, University of Kentucky; English Diploma (graduate three-year course), College of the Bible, Lexington, Ky., 1902; Greek Certificate; Summer School of the South, Knoxville, Tennessee, 1906; four quarters' graduate study, University of Chicago; Ph. D. (Education, Latin, Ancient History), University of Wisconsin, 1917; special lecturer in Biblical Criticism, College of the Bible, Melbourne, Australia, 1904; instructor in Esperanto, Summer School of the South, 1906; Fellow in Education, University of Wisconsin, 1915-16; in present position 1906.

KATHERINE HAMMOND

Physical Education for Women

Graduate of the Sargent School of Physical Education, Boston, Mass.; two years teacher in girls' school, "House in the Pines," at Norton, Mass.; two years director of Physical Education in the city schools of Charleston, West Virginia; present position 1920.

MAY C. HANSEN

Teacher and Critic, Grades 1 and 2

Graduate Oshkosh State Normal School; three years teacher public school, Washburn, Wisconsin; three years teacher Green Bay, Wisconsin; student University of Chicago; in present position 1912. On leave of absence.

GEORGE N. HEMBREE, B. C. S.

Athletics and Commerce

Five years student Berea College; one year Eastern Kentucky State Normal, 1916-17; Graduate Bowling Green Business University —Bachelor Commercial Science 1920; two years teacher in Kentucky.

P. H. HOPKINS, A. B.

State Supervisor of Rural Schools

Lecturer on Rural Education

A. B, Graduate of Georgetown College, 1907; graduate student in Education University of Tennessee and University of Chicago; teacher of rural schools three years; principal of high schools three years; superintendent of schools Paintsville, Kentucky, four years; superintendent of schools Lancaster, Kentucky, four years. Present position 1920.

VERNON LILES HORN, A. B.

Teacher and Critic, Grades 7 and 8

Graduate Boston High School; graduate Wesleyan College; student Peabody College for Teachers; vice principal, Camilla High School, Camilla, Georgia; principal, Hartwell High School, Hartwell, Georgia; English-History Department, Deshler Preparatory School, Tuscumbia, Alabama; English and Mathematics, Atlanta Public Schools. Present position 1917.

MRS. STANTON B. HUME

Industrial Arts

Student Bellewood Seminary and Kentucky Presbyterian Normal School; student Cincinnati School of Domestic Science under Miss Gamon; student of Miss Anna Barrows, Columbia University; student of Miss Lamphere and Mr. Lane, New Hampshire; in present position 1910.

W. L. JAYNE, A. B.

Rural Education

A. B. Georgetown College; teacher in rural schools four years; principal Pollard Graded School five years; principal Sandy City Graded School four years; county superintendent of Boyd County four years; President Kentucky State Association of County Superintendents two years; principal Quick Sand Graded High School two years; institute instructor; present position 1920.

CHARLES A. KEITH, B. A., M. A.

History and Social Science

B. A., M. A., Oxford University (England), Rhodes Scholar from Arkansas; two years student University of Arkansas; one year student University of Texas; teacher of History, Little Rock High School, 1911-12; author of "Notes and Outlines in Civil Government," "Notes and Outlines in American History," "A Supplement on Kentucky History;" in present position 1912.

FLORENCE A. LEWIS

Teacher and Critic, Grades 5 and 6

Graduate Sue Bennett Memorial School; some time student in University of Tennessee; one year student in State University of Kentucky; some time student in Eastern Kentucky State Normal School; State Certificate in Kentucky; assistant in Music in Sue Bennett Memorial School; teacher in upper grades in Harlan Public Schools; two years teacher in the upper grammar grades of Springfield Public Schools during superintendency of State Superintendent Geo. Colvin; present position 1920.

G. L. McCLAIN, A. B.

Principal of Model High School

English and History

A. B., University of Kentucky, 1918; Superintendent of High Schools in Kentucky three years; present position 1920.

RUCIE MILLER

Reading and Expression

Graduate of Sienna College; graduate in dramatic art and expression in the Louisville Conservatory of Music; some time student of Elizabeth Pooles Rice, also of Rachel Noah France, also student of Blanche Townsend, of New York, also student Leland Powers' School; for two years directress of Dramatic Art and Expression in the city schools of Franklin, Kentucky; present position 1920.

ISSIE D. MILLION

Violin

Student of Joseph Meiler and Signor Giuseppi Randeggor, Hamilton College; pupil of Sol Marcosson, Cleveland Conservatory of Music. Present position 1919.

SHILO SHAFFER MYERS

Director of Music

Elders Ridge College; New England Conservatory of Music; Supervisor of Music in the Public Schools of Knoxville, Tennessee; formerly Director of Music, Miami University and the Ohio State Normal College; instructor in Public School Music and Methods of Teaching and Supervising, Ohio Northern University; author of "Myers' School Mpsic Reader," "Part Songs for Male Voices," "Part Songs for Female Voices," and well known as a writer. Present position 1916.

JESSIE NEWELL, B. S.

Teacher and Critic, Grades 9 and 10

B. S., Peabody College for Teachers, 1920; graduate Sam Houston Normal Institute, 1912; student University of Texas, 1914-1915, 1916-1917. Teacher in rural schools of Texas; principal New Waverly High School, New Waverly, Texas; teacher of Mathematics in Huntsville High School, Huntsville, Texas; present position 1920.

MIRIAM NOLAND

Rural Critic Teacher

Graduate Madison Institute; graduate Eastern Kentucky State Normal; graduate Student College of Music, Cincinnati; four years teacher demonstration schools in Kentucky; two years teacher graded schools; one year principal Garrard High School; one year extension work; in present position 1918.

LELIA E. PATRIDGE

Methodology and Professional Reading

Graduate of Farmingham (Mass.) State Normal School; Boston Institute of Physical Culture, and Philadelphia Kindergarten Training Class; course in Child Study under Dr. G. Stanley Hall at Clark University; student at Chicago University; author of "Quincy Methods" and editor of "Talks on Teaching;" teacher six years in Philadelphia Normal School; teacher four years in Chicago Normal School under Colonel Parker; instructor in Psychology, Literature and Expression in Stetson University, Deland, Florida; Institute Instructor and Lecturer; in present position 1909.

MARY ESTELLE REID

Librarian

Edmonton (Ky.) High School; graduate Liberty College, Glasgow, Kentucky; special course in German, French and Library Administration, University of Nashville, 1907-08; one year in Carnegie Library, Nashville, Tennessee; in present position 1911.

JANE V. RICE, B. S.

Home Economics

Graduate Richmond High School, 1913; B. S. in Home Economics, Iowa State College, Ames, Iowa, 1917; Demonstration Agent Bradley County, Tennessee, 1917-1918; teacher of Home Economics Central High School, Cleveland, Tenn., 1918-19; some time graduate student Peabody College; present position 1920.

JAMES RUSSELL ROBINSON, A. B. and A. M.

Extension Department

A. B., 1909 and A. M., 1912, University of Kentucky; teacher Walton High School, 1909-10; Caldwell High School, Richmond, 1910-12; principal Madison County High School, Waco, 1912-18; in present position 1918.

GEORGE DRURY SMITH, B. S., A. B.

Natural Science

A. B., Ohio Normal University, 1892; B. S., Ohio Wesleyan University, 1899; Life Certificate, Ohio, 1895; graduate work University of Michigan, summer, 1902; in State Biological Laboratory, Cedar Point, 1903; in Carnegie's Laboratory, Wood's Hall, Massachusetts, 1904; made collections and studied along Atlantic Coast, 1905; two years Superintendent of Schools, Gibsonburg, Ohio; eight years head of Biological Department, Akron High School; in present position 1908.

PEARL SCRIVNER

Assistant Librarian

Life graduate Eastern Kentucky State Normal School, class 1919. Present position 1919.

KATHLEEN BRENNAN SULLIVAN, B. S.

Home Economics

Student six years Campbell-Hagerman College, Lexington, Kentucky; graduate Union College, 1912; B. S. in Home Economics, University of Kentucky, 1916; engaged in extension work during the summer of 1915; in present position 1916.

BROWN E. TELFORD

Instrumental Music

Graduate of Lewisburg Seminary and Conservatory of Music; student under Herr Erwin Schneider, who is a graduate of the Leipzig Conservatory of Music; student under Mr. Frederic Shailer Evans and Mr. Brietow Hardin at the Cincinnati Conservatory of Music. One year teacher of music at Lewisburg, West Virginia; two years teacher of music at Madison Institute, Richmond, Kentucky; in present position 1917.

MRS. JULIAN TYNG

Teacher and Critic, Grades 1 and 2

Graduate Madison Institute, graduate Eastern Kentucky State Normal School; student George Peabody College; one year teacher Madison Institute; one year teacher Guthrie, Kentucky; three years teacher Richmond City School; present position 1920.

GERMANIA WINGO

Teacher and Critic, Grades 3 and 4

Graduate State Normal School, Farmville, Virginia; some time student Teachers College, Columbia University, New York. 1911-13, fourth grade teacher at Crewe, Virginia, under supervision of Miss Fannie Wyche Dunn, now instructor at Teachers' College; 1914-17, teacher of third and fourth grades at Amelia Court House, Virginia; 1917-18, teacher of second and third grades in Agricultural School, Virginia; teacher of primary grades Pulaski, Virginia; present position 1920.

Faculty Organization

COMMITTEES

The President is ex officio a member of each committee

Alumni and Senior Class

Grinstead, Greenleaf, Noland, Boothe, Hembree
Meets 9th Friday of first four terms

Buildings and Grounds

Cox, Smith, Roberts, Hume, Greenleaf, Carter, Noland
Meets 4th Wednesday of each term.

Certification and Graduation

McDougle, Bruner, Grinstead, Boothe, Roberts
Meets last Friday in each term at 3:00 P. M.

Classification and Students' Schedules

Boothe, Robinson, McClain, Dean, Patridge Hembree, Greenleaf, Carter, Rice, Miller
Meets Saturday before opening of each term

Civics and Citizenship

Keith, Robinson, McClain, Edwards, Hembree, Horn. Greenleaf, Myers
Meets second Wednesday in each term

Credits and Credentials

Caldwell, Grinstead, Keith, Bruner, Cox, Smith, Edwards. Sullivan, Deniston
Meets Friday preceding the opening of each term, at 2:00 P. M.

"Extension, School Service, Research and Information Bureau"

Robinson, Cox, Caldwell, Greenleaf, Sullivan, Carter, McClain
Meets third Saturday in each term

Lecture Course and School Entertainments

Grinstead, Bruner, Myers, Miller, Hammond
Meets third Friday in each term

Health

Smith, Sullivan Rice, Myers, Hammond
Meets second Wednesday in each term

Literary Society and Debate

Deane, Edwards, Gibson, Robinson, McClain, Deniston
Meets first Saturday in each term

Library Committee

Reid, McDougle, Bruner, Grinstead, Edwards, Keith and Smith
Meets third Tuesday each term

Physical Education and Athletics

Keith, Edwards, Roberts, Hembree, Hammond
First Friday in each term

Publicity and Eastern Kentucky Review

Keith, Robinson, Edwards, Carter, McClain, Greenleaf, Gibson
Meets fifth Wednesday in each term

Teachers' Bureau

Edwards, McDougle, Roberts
Sixth Friday in each term

Student Welfare, Discipline and Grievances

Bruner, Roberts, Deane, Hume, Smith

Rules and Regulations

Coates, McDougle, Gentry, Roberts, Caldwell, Grinstead, Keith, Bruner, Cox, Smith, Edwards, Sullivan and Deniston
Meets on call of the President

Rural Education and Rural Schools

Jayne, Noland, Boothe, Robinson, Deniston, Carter and Rice
Meets first Saturday in each term

Social and Receptions

Sullivan, Roberts, Gibson, Rice, Horn, Cox, Carter, Miller
Meets first Wednesday in each term

Visual Education

Gibson, Deane, Smith, Noland, Patridge, Horn
Meets third Tuesday in each term

Y. M. C. A.

Smith, Cox, McClain, Carter, Hembree, Myers
Second Friday in each term

Y. W. C. A.

Roberts, Scrivner, Telford, Sullivan, Newell
Second Friday in each term

Training School

Director and Faculty
Meets second Tuesday each term

Vocational Education

Deniston, Cox, Sullivan, Rice, Hembree and Hume
Meets second Tuesday in each term.

CLASS OFFICERS

Preparatory ..... Prof. I. H. Boothe
Elementary ..... Prof. C. A. Keith
Intermediate ..... Prof. G. D. Smith
Senior ..... Dr. Wren Jones Grinstead

BUSINESS OFFICE

F. C. Gentry, Business Manager and Secretary to the President
Ray W. Harman, Bookkeeper

Mrs. M. A. Lynn, Housekeeper, Sullivan Hall

Robert F. Ramsey, Superintendent of Buildings and Grounds, Campus and Farm

G. M. Brock, Registrar, Assistant in Business Office
Irene Kelsay, Stenographer and Clerk
Virginia Ray, Stenographer

GENERAL INFORMATION

HISTORY

On January 9, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison county, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2nd, and in the Senate on March 9th, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21st, and as the bill carried an "emergency clause," it became a law at once.

On April 5, 1906, the Governor appointed the commissioners to locate the two Normal Schools. Messrs. B. M. Arnett, of Nicholasville; John Morris, of Covington; George Payne, of Paducah; George B. Edwards, of Russellville; Basil Richardson, of Glasgow; E. H. Mark, of Louisville, and M. G. Watson, of Louisa, constituted the commission.

On May 1, 1906, the locating commission visited Richmond to inspect the site offered by that city and on May 7th they met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named: Hon. James H. Fuqua, Sr., State Superintendent of Public Instruction, ex officio Chairman; Judge J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon. Fred A. Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2d, and elected Ruric Nevel Roark, at that time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. The first act gave to the Eastern School an annual appropriation of $20,000 and $5,000 for equipment. Under the act of 1908 the school secured an additional annual appropriation of $20,000 and a special appropriation of $150,000 for new buildings and equipment. In 1912 an additional annual appropriation of $35,000 was secured. Therefore, the

annual maintenance of the school provided by the State was $75,000.

The General Assembly of 1918 passed an act changing the support of the Normal Schools of Kentucky to a millage basis and repealed all annual appropriations under which the institutions had been operating. According to the new act the Eastern Kentucky State Normal School receives five-eighths (⅝) of one cent upon each one hundred dollars ($100.00) of assessed taxable property in the State. This insures more than one hundred thousand dollars annually for its maintenance.

The Legislature of 1920 appropriated one hundred fifty thousand dollars ($150,000.00) for the purpose of erecting dormitories at Eastern. This action was made imperative by the growing attendance and decreased rooming facilities in Richmond.

LOCATION OF THE SCHOOL

The home of the Eastern Normal School is a little city of about 6,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the mountain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling away to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Central University, the famous Presbyterian institution which was removed to Danville and united with Centre College in 1901. The campus lying between South Lancaster avenue and South Second street is one of the most beautiful in the south. It

has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buildings include:

University Hall—A fine old landmark, remodeled and properly equipped for recitation rooms. The Assembly Hall with balcony is on the second floor of this building. Here chapel and assemlby exercises are held. This assembly room has recently been remodeled and reseated with handsome opera chairs.

Ruric Nevel Roark Hall—A handsome new building, named in honor of our founder and first president. It was erected in 1909, at a cost of $45,000. The laboratories for physics, chemistry, biology and agriculture are located on the first floor. These laboratories are well equipped for special and individual study. The other floors are used for recitation rooms, President's office, Dean's office, business office, art rooms, and rest rooms for men and women.

The New Training School Building—A handsome new building, eighty feet south of Ruric Nevel Roark Hall, and fronting equally with it on Lancaster avenue. This magnificent building cost about as much as the Ruric Nevel Roark Hall, and is devoted almost entirely to the Model and Practice Schools. For this purpose its rooms are especially constructed so that each critic teacher may be able to supervise practice teaching in her own room and three smaller rooms connected with it.

On the upper floor, occupying the front half of the building, our library, which has had such cramped quarters in the past, is accommodated. This new building greatly facilitates the handling of the expanding work in the professional departments of the institution. $3,500.00 worth of new books have in the past year been added to our library.

Memorial Hall—A good dormitory for men. This hall is in charge of a resident member of the faculty.

Sullivan Hall—The dormitory for women, built in 1909, at a cost of $45,000, and named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms, large kitchen and dining halls, all equipped with every modern and sanitary appliance known. The resident Dean of Women is in charge

of the hall, and personally cares for the home life of women students. A competent housekeeper is employed. A substantial annex to this hall accommodates seventy-five young women.

The Power Plant—Erected in 1909 at a cost of $49,000 contains the lighting and heating apparatus for supplying all the buildings on the campus. The electrical equipment consists of the two 50 K. W. 1,100-volt A. C. generators, and the switchboard and the necessary instruments for distribution of the electrical energy.

The heating plant supplies low pressure steam to all radiators in the different buildings and the years' operation of the plant shows it to be highly efficient and satisfactory. The plant is considered the best power plant in the State of Kentucky. The Manual Training Shops are located on the second floor of this building. Individual equipment for shop work is provided.

New machinery has been purchased for the Manual Training Department, and forge and iron repair work will be added in an annex to the building to be built at once.

The Gymnasium—A large, well-ventilated building, equipped with apparatus, running track, shower baths and lockers.

Model Rural School Building—The brick school house, once known as Walter's Collegiate Institute, and which was used for nearly twelve years as the Normal School Library, has been reconstructed into a model rural school building, with ample ground and equipment to make it an ideal rural school plant.

The Cottages—Four two-story brick cottages are used for dormitory purposes for women students. Seventy-two girls can be comfortably housed in these cottages. Cottage No. 1 is now used for hospital purposes.

The buildings, except the cottages, are heated by steam from a central plant and lighted by electricity from our own power plant. The campus is also brilliantly lighted by electricity. Every floor in each building is supplied with hot and cold water. The bath rooms, lavatories and water closets are of the most modern types.

The President's House is situated on the northwest corner of the campus, facing Lancaster avenue, just north of the Roark Building. It is a large two-story brick building, containing twelve living rooms and two halls. It was purchased by the Regents in order to complete the symmetry of the campus, and to protect it from possible undesirable buildings in the future, which would mar the beautiful campus. The president is expected to live in this home in order to protect the building and grounds, to have continuous oversight of the student-body that lives in the dormitories and use the campus and to be accessible to the public at all times.

New Dormitories—A contract has been let for the erection of a 112 girl dormitory just south of Sullivan Hall. This dormitory is the first section of a three-section 300 girl dormitory. It will be complete in itself when finished and up-to-the-minute in equipment. A contract has also been let for a 65 men addition to Memorial Hall (south) which will be finished and equipped on a par with the new girls' dormitory. Ground is being broken at the present writing (last of August) for these two dormitories and the contractor is under bond to complete them within seven months. When fully equipped these dormitories will cost approximately $200,000.00.

STATELAND

The Normal School owns an excellent little farm of 112 acres, situated on the Barn's Mill pike, about a mile from Richmond. The residence on the farm is modern and up-to-date, and is occupied by the family of the foreman. There is also another cottage on the farm where live a colored man and his family. The new barn is a model. Improvements have been made recently, such as a silo, a house for milking and one for caring for the milk. With these improvements the farm is thoroughly equipped.

The activities on the farm are those usual in this part of the State, except we do not grow hemp or tobacco. There is a small dairy herd, composed of thoroughbred and grade Jerseys and Holsteins. The policy is to eliminate the Jerseys and substitute Holsteins because of their larger milk producing qualities. It is also the policy to build up a thoroughbred

herd, gradually leaving off the grade stock. Thoroughbred red Duroc hogs are our standard breed. It is the plan to start the growing of chickens at an early date; probably the Rhode Island Reds will be grown.

This farm is owned and operated for the following purposes: to be used for demonstration purposes in relation to the Department of Agriculture of the Normal School; to give to students attending the school work to help them to pay expenses; and to furnish the dormitories with milk, eggs and vegetables in season, thus lowering the cost of living to students in the school. While Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses, to pay gradually for needed improvements, and to show a small yearly balance. Otherwise it might justly be considered a poor demonstration of efficient farm management, **which is the thing above all others the farm is intended to teach and to demonstrate.**

Stateland is directly and immediately under the management and direction of the head of the Department of Agriculture. He is expected to plan all crop rotations, and, in a broad way, to plan and to outline the policy on the farm. The carrying out of the plans for the farm, the employment and direction of farm labor is in the hands of the Superintendent of Buildings and Grounds, or the working foreman under him. For purposes of management, the farm is considered a part of the campus. All purchases for the farm and sales from it are made by the purchasing agent of the institution.

FUNCTION OF THE STATE NORMAL SCHOOL

The primary purpose of state normal schools and departments of education in state universities is to furnish all the state schools with qualified teachers. The law establishing the State Normal Schools in Kentucky declares:

"The object of said State Normal Schools shall be to more fully carry into effect the provisions of section one hundred and eighty-three of the Constitution of Kentucky, by giving to the teachers of the Commonwealth such training in the common school branches in the science and art of teaching and in such other branches as may be deemed necessary by the Normal Executive Council, hereinafter created, as will enable them to make the schools throughout the state efficient."

This is the law of 1906, at which time there was no system of high schools; but the legislature of 1908 passed a law requiring every county to maintain high schools.

A later legislature, in making an appropriation for the Normal Schools, declared that a portion of said appropriation should be used in teaching agriculture, home economics and manual training.

The last legislature went further and provided that: "From the first day of July, one thousand nine hundred and twenty-two, applicants for an elementary certificate of the first grade, shall have had at least one year of high school work or its equivalent; and, in addition thereto, five weeks' study of professional subjects in a state normal school or some other training school recognized by the State Board of Education.

"From the first day of July, one thousand nine hundred twenty-four, such applicant must have had two years of high school work or its equivalent; and in addition thereto, ten weeks' study of professional work in a school or schools as aforesaid.

"From the first day of July, one thousand nine hundred twenty-six, such applicant shall have had four years of high school work or its equivalent, and in addition thereto, twenty weeks' study of professional work in a school or schools as aforesaid."

The Executive Council provided for in the law of 1906 was vested with wide discretion in determining the subjects to be taught in the Normal Schools in addition to those set forth in the law. They were to teach such other subjects as in the judgment of the Council were needed to make the schools of the state efficient. What schools? The elementary schools only? The law itself fairly interpreted, and the demands made on the schools make such a conclusion impossible. The Council, therefore, has concluded that the term "schools," used in the law, means elementary and secondary schools both, with the emphasis on the elementary; and that the Normal Schools shall teach the subjects necessary to make all the schools efficient, so far as it can be done consistently with thorough work and the appropriations made by the state for the support of the Normal Schools.

Guided by the foregoing laws and considerations, the Council has decided it to be its duty to provide for the teaching of the subjects set forth in the law; and in addition thereto, for the teaching of such academic branches as are taught in standard four year high schools and such professional courses as it deemed necessary to make the schools of the state efficient; such professional courses constituting a junior college course in education of equal standard with those established in other states.

Because of the fact that so many of the graduates of the Normal Schools are needed to teach in the country and village high schools, the Council has gone further and provided for the teaching of regular academic subjects of junior college level, such subjects being organized into elective courses as will be explained under the heading of "Normal Courses Offered."

Normal Courses Offered: The law establishing the two State Normal Schools further declares: "Each Board of Regents shall have full power and authority, subject to the approval of the State Superintendent of Public Instruction, to confer, under its corporate seal, upon students of said schools the following certificates, viz.: An 'Elementary Certificate,' an 'Intermediate Certificate,' and an 'Advanced Certificate.'

"The elementary certificate shall be conferred upon the completion of not less than one year's work, and shall entitle the holder thereof to teach in any public school in the state for the period of two years from the date thereof without further examination. The intermediate certificate shall be conferred upon the completion of not

less than two years' work, and shall entitle the holder thereof to teach in any public school in this state for a period of four years from the date thereof without further examination. The advanced certificate shall be conferred upon the completion of not less than three years' work, and shall entitle the holder thereof to teach in any public school in this state for a period of three years from the date thereof without further examination, and if, at the end of the three years, a teacher holding an advanced certificate shall present to the Board of Regents which granted the same, satisfactory evidence of successful teaching during said period, and of good moral character, then the advanced certificate may be extended for life, or good behavior, by said board, subject, however, to the approval of the State Superintendent of Public Instruction; and it shall be so endorsed by the said board, and the holder thereof shall be entitled to teach in any public school in this state during good behavior without further examination.

"The official endorsement of the State Superintendent of Public Instruction shall be necessary to validate any certificate, or extension thereof above named. Any certificate may be revoked for cause by the Board of Regents of the school granting the same, or by the State Superintendent of Public Instruction. Any county superintendent may, for cause, revoke for his county, any certificate, of which revocation immediate notice shall be given to the State Superintendent of Public Instruction, and he shall have power to approve or reverse such revocation."

Based on the law just quoted, the Executive Council has established courses of study leading to the different kinds of certificates, and in the Advanced Certificate courses to specific types of service, namely: Rural School; primary, grades one and two; Intermediate, grades three to six, inclusive; and Junior High School, grades seven to ten, inclusive.

Elementary Certificate Course: The school law does not prescribe entrance requirements for the various courses, but sets forth that the elementary certificate may be issued after not less than one year's work, etc., etc. The Council, in its discretion, has fixed the entrance requirements at the completion of the work of the regular eight grades by a student not less than sixteen years old. It has defined the year as forty-eight weeks, and the quantity of work to be covered at the equivalent of eight Carnegie units, one and one-third units of which shall be in Education, and the rest ordinary high school units but taught from the professional viewpoint. The student who secures this certificate, therefore, completes the work of a standard two years' high school. This is of interest especially to the mature student without high school training in view of the new laws requiring all teachers to have high school education in the near future. "Eastern" undertakes to give such mature students credits for all the work they have done well; but a minimum of three terms' residence work is required of all who are not graduates of four year standard high schools.

Intermediate Certificate Course: The entrance requirements for this course are the completion of a standard two years' high school or of our elementary certificate course; for its completion eight more units are required. Very little election among subjects is permitted in the elementary and intermediate courses; but two regular intermediate courses are offered between which the student may elect.

Advanced Certificate Course: The two foregoing courses were planned and are still offered to meet actual conditions in Kentucky,

that is, the need for help by teachers who did not have and do not have high school education. Some time in the future they may be, and probably will be, modified or abolished altogether. They are meeting temporary conditions. No one who has studied the question regards either one of these courses or both of them as a sufficient preparation for teaching pupils in any grade in any school.

Our schools in Kentucky can never be what they ought to be until the State recognizes that the minimum preparation of a teacher should be graduation from a standard high school plus two years of professional study in a standard normal school. Nor will our schools measure up to standard until the people recognize that the teacher who teaches the first grade needs as much and as thorough preparation as the teacher of the twelfth grade; nor will our schools attain their highest efficiency until it is understood that the different kinds of teaching service, namely: Primary, Intermediate and Junior High School, etc., should be officered by teachers specifically and technically prepared for such service; and until the idea that passing from service in the primary school to the high school is a matter of promotion has passed away. On the contrary the truth should be understood and acted upon that these types of teaching service are coordinate and equal in every respect. To what end will the state prepare teachers for different services, if they do not perform the service for which they have been prepared?

From the foregoing and other considerations, the "Council" has determined that the Advanced Certificate Course shall be based upon graduation from a standard four year high school course or its equivalent; that it shall cover two years—40 weeks each—of work, the same being a minimum of 64 semester hours, and shall be modified so as to prepare students for different types of teaching service, and also to prepare them to teach efficiently one or two subjects of high school level. The types of service for which the Advanced Course has been modified are: Rural School; Primary, grades 1 and 2; Intermediate grades 3, 4, 5 and 6; and Upper Grades or Junior High School, grades 7, 8 and 9. This last named course has been further modified through electives offered to prepare teachers to teach special high school subjects, and to do the work of supervision. "Eastern," therefore, is offering as few courses as possible, consistent with the different types of service for which every standard normal school must prepare teachers, and with the demands made upon it, to the end that what work it does may measure up to a very high standard.

As said before, the State Normal School is supported by the state to train its teachers, and for no other purpose whatever. With this supreme purpose in mind, teachers are selected, courses of study are prepared, laboratories and libraries are equipped and a Model and Practice School is conducted. This school stands for four definite things:

1. A high standard of scholarship.
2. A thorough study of the science and art of teaching.
3. Observation of different types of teaching under guidance of a skilled director.
4. Practice teaching under competent supervision.

COURSES OF STUDY.

SELECTING COURSES—CLASSIFICATION

As soon as possible after entering school the student, with the assistance of the Dean and a faculty advisor, should select the course he desires and pursue it steadily and systematically until it is completed. It is far better to enter upon a regular course and to do a definite thing. To select subjects regardless of their relation and sequence is a wasteful plan.

Persons planning to become teachers, and to be certificated by the institution are expected to take the courses in an orderly way. All students who have not completed the first two years of high school or its equivalent belong in the Elementary Course, which they should complete. Students who have had two years of high school or its equivalent, but have not completed the four year course or its equivalent, belong in the Intermediate Course; while students who are graduates of four year high schools or the equivalent should enter at once upon the Advanced Course. Students entering upon the Advanced Course, not later than the beginning of their second term, should consult the Dean or their class advisor in regard to the special courses included in the Advanced Course. This is very important.

COURSES OFFERED AT EASTERN

1. Elementary Course—Two year high school.
2. Intermediate Course—Last two years of high school.
3. Advanced Course—First two college years.
    a. Primary Course, 1st and 2nd grades.
    b. Intermediate Course, 3rd to 6th grades inclusive.
    c. Junior High School Course, 7th to 9th grade inclusive.
    d. Rural Teachers' Course—Grades 1st to 8th inclusive.
    e. Special Subject Courses—High school subjects.

There are two courses in the Intermediate one without Latin, one with Latin. The five courses listed under the Advanced Course are coordinate courses. Teachers let us repeat, should prepare themselves for a specific service. The completion of any one of these courses will entitle one to junior college standing in the college of education of the State University. A proper selection of a special subject course, e. g. Agriculture, will entitle one to such standing in some of the other colleges. The courses offered at Eastern have been planned primarily to prepare teachers for immediate and efficient service; but the fact has been kept in mind that many ambitious teachers will want to finish a four year course in college, and the courses have been so planned that this may be done without loss to the teacher

IRREGULAR CLASSIFICATIONS

Students who intend to teach but who do not desire to be certificated may select any work for which they may be prepared and receive free tuition provided they have appointments from their county superintendents.

Students not planning to teach are required to pay regular tuition fees and may select any work for which they may be prepared.

ADVANCED STANDING

Students on entering school will be granted advanced standing based upon the following work:

1. State certificates and diplomas.
2. High school records.
3. College records.

A committee on credits and credentials composed of the heads of the departments will handle each individual case upon its merits. No effort is spared to evaluate carefully the entrance credits of all who bring their records with them.

All students who come from high schools, academies, colleges, or other normal schools are urged to bring their complete record with them upon their entrance here. It is always wise to have the record as complete as possible at the beginning of the course.

OUR SYSTEM OF GRADING

All grades are reported in letters A, B, C and D. A signifies superior work; B, standard work; C, inferior work, and D, poor work. Only the first three are transmissible to other institutions, while the number of D's is limited for each certificate.

THE STUDENT'S LOAD

Under the rules of the faculty no student may take more than four major subjects and one minor subject during a regular ten weeks' term. In special cases, in which all the teachers involved and the Dean agree, a student may add a little extra work. These cases, however, are exceptional. During the Summer Term of eight weeks, the regular load is limited to four majors or their equivalent.

CERTIFICATION AND GRADUATION

Certification and graduation is recommended by the Faculty, on the basis of scholarship, skill in teaching, initiative, personality, habits and character; but no one will be considered by the faculty for certification or graduation unless he has been first recommended by the Committee on Certification and Graduation. Certificates are issued by the Board of Regents on the recommendation of the Facutly of the institution.

EXPLANATION OF CREDITS

1. All work in the Normal School below the advanced certificate course is estimated in Carnegie high school units. Three terms' work in any major subject are necessary for one unit of credit.

2. All work in the advanced certificate course is measured in semester hours. Each class is of college rank and the semester hour value is stated in connection with the details of the courses to be found in another part of this Year Book.

3. It will be noted that the elementary certificate course requires the completion of work equivalent to eight Carnegie units. The intermediate certificate course also requires the completion of eight Carnegie units of high school level. The

advanced certificate course in education requires sixty-four semester hours' work. In addition, the student may be required to take ten hours of drill to be selected from drawing, penmanship, handwork and music, unless she has already taken these subjects in an inferior course at Eastern.

EXPLANATION OF SOME TERMS USED

A Carnegie unit, or a high school unit, is a subject pursued one year. It is approximately 180 forty-minute recitations, or 7,200 minutes, and, therefore, equals about 8 semester hours

A "semester hour" is one 50-minute recitation per week for a semester, or two terms. It equals approximately 900 minutes of recitation.

Subjects that receive full semester credits are supposed to require at least as much time in preparation as in recitation; those that receive only one-half semester credits are not supposed to require preparation.

A "laboratory hour" will receive half as much credit as a recitation hour that requires preparation.

MEMORANDUM OF AGREEMENT FOR ADMISSION OF STUDENTS FROM NORMAL SCHOOL TO THE UNIVERSITY OF KENTUCKY

"1. The two years' college work, above that of a four years' accredited high school, satisfactorily completed at the Eastern Kentucky State Normal, will be accepted for two years' work at the University of Kentucky.

2. The admission to college work at the Eastern Kentucky State Normal will be governed by the standards of admission to the University of Kentucky; that is, students who are graduates of accredited high schools will be admitted to college work in the Eastern Kentucky State Normal without examination. Others will be required to pass examinations on all subjects offered for entrance.

3. The Eastern Kentucky State Normal will indicate the number of units accepted in each subject for admission, also the preparatory work done at the Normal. Their report on preparatory work will be accepted at the University without

question. The preparatory work and college work will be reported separately.

4. Students in the Eastern Kentucky State Normal will be advised to plan their work so as to meet the first two years' requirements in the courses which they wish to enter at the University of Kentucky. Students who do not observe these requirements will also be advised that the time required for graduation may be somewhat longer.

5. Definition of a Credit.—In estimating the Normal School credits, a credit will represent one hour of recitation or two hours' laboratory work per week, for twenty weeks. Physical education and other laboratory work requiring more preparation will be estimated on the basis of three hours for one credit."

THE NORMAL SCHOOL CURRICULUM

The standard Normal School curriculum consists of three parts, namely:

1. A study of the subjects which will be taught by the student as a teacher, such study to be reconstruction (not review) of them from the standpoint of the teacher, thus making such study professional rather than academic. That the student gains knowledge through such study and that a scholarly attitude is developed thereby does not lessen the professional purpose nor character of such work.

2. A study of the underlying aims, processes and methods of education in teaching under supervision. This is usually called "professional work," but it is no more professional than the study mentioned above. Its purpose is to reveal to the prospective teacher the immediate value, the complexity, and the social significance of public education in our democracy, to give to the prospective teacher some insight into individual and social psychology, and to connect to these things the actual work of the public school as this may be done in practice teaching.

3. A study of the mother tongue in excess of prospective teaching needs, because of its fundamental importance to individual growth and development, and as much further study

of the great fields of human knowldge as the course will permit to the end that there may be breadth, vision, ideals, insight, and sympathy in excess of the demands of the school.

MATTER VS. METHOD

Once upon a time in a teachers' meeting the question whether a teacher needs training to teach a subject with the matter of which he was acquainted was being somewhat violently debated. Commissioner William T. Harris was present and listened with interest and amusement. Finally some one appealed to him for an opinion. His answer was: "Form without content is empty; content without form is mushy." Method without matter is empty; matter without method is too often mushy. This is the whole thing in a nutshell.

Can a teacher who knows a subject teach it? Yes. He **can** teach it; but if he does not know the child mind and the best ways of teaching his subject, he will waste a great deal of energy and childlife in doing it. Can a teacher learn to teach well by experience? Yes, but he will make numerous mistakes, and waste much of his own and the children's time in learning.

Are normal schools "method schools?" They are not. Normal schools are schools in which the teachers are trained specialists each in his subject, in which the subject matter is wisely selected, carefully organized, and presented in the best and most economic manner, and in which the student is made conscious of the method as well as the matter. Other schools teach matter; normal schools teach matter also as intensely and as thoroughly as the best of them; and in addition it teaches students how to teach the same matter to others. It is doubtful if one ever really knows when he knows a subject until he has successfully taught it to others. The work of organizing a lesson so as to present it to a class is educative in the highest degree. It is putting education into practice. It is similar to the action of the lawyer who prepares his case for the jury, or the minister his sermon, or the politican his address. It is no wonder that some of the most successful men and women in this country have been teachers. They have

only changed classes and subject matter; the **method** remains the same.

We do not hesitate to claim that normal schools **properly organized and conducted** are the superior educational institutions in this country; and that other educational institutions grow in excellence as they catch the inspiration and imitate the methods of the best normal schools.

"Eastern" claims—and stands ready to back up the claim—to be one of the really superior schools in Kentucky. It has a beautiful campus, splendid buildings well equipped, a fine library, a strong faculty, and an inspiring educational atmosphere. It offers courses from beginning high school through junior college; and these courses are wisely selected, and honestly and faithfully enforced. Eastern's motto is:

"To be more than she claims,
To perform more than she promises."

WHY NOT TEACH?

There comes a time in the life of every ambitious young man and woman who wants to do something and to be something worth while in this world when a calling must be chosen. To these we propound the above question: "Why not teach?"

The serious-minded young person in considering his life's work is met by two questions, namely: "How make a living?" and "How make a life?" the latter question being infinitely of the greater importance. Many poeple are so engaged in making a living that they never seriously consider the making of a life which is the only thing that makes a "living" worth while.

Young man, young woman, you ask if you can make a living if you teach. Yes, a good one. You will not grow rich at it as in some other things; but you can be assured of a good living and a competence in old age.

The minimum salary in Kentucky now is $75.00 per month. Many beginning teachers are receiving $1,200.00 a year. City superintendencies are ranging from $2,000.00 to $10,000.00 a year. The demand for teachers who are qualified is well be-

yond the supply. These facts taken with the life of the teacher, his position in society, his short week, the vacations, time to study, all considered make the teacher's vocation one of the most desired. Think about it.

Another thing to be considered is the fact that teaching develops one's powers as few other callings. We would not encourage young people to make a stepping stone of teaching; but it is a fact that it is the best stepping stone in the world. No other occupation prepares a young man or woman for so many other kinds of work. Verily, we mold ourselves and our work at the same time. One is never sure of his mastery of a subject until he has taught it. Many strong college students are amazed at how poorly they have mastered a problem when they try to teach it to others. It is no accident that so many prominent men and women have taught at some time in their lives.

A school and the surrounding community are a little world; and the young teacher who has mastered this miniature world is pretty well prepared to meet the problems of the larger world. Teaching is fundamental in all businesses; and he who can teach children can teach grown people. Young man, young woman, think about it.

Nor is the teacher without fame. What are the names best known? Leading all names stands that of the Great Teacher, the Man of Galilee. Socrates, Plato, Aristotle, Quintilian and others too numerous to mention, teachers all of them. When we come to think about it, the best remembered names in all nations and times have been those of teachers. Confucius among the Chinese; Gautauma (the Buddha) among the Indians; Mahomet and others. The individual, the nation, the world alike honor those who teach them something that makes life better worth living. What nobler work than directing the footsteps of a little child? What nobler calling than guiding the boy and girl as they first tread the footpaths of life? Yea, what nobler and more inspiring work than ringing the rising bell in the soul of an immortal youth?

The teacher's calling is the noblest of them all for his or her material is humanity at its best and freshest. The archi-

tect who plans a building, the sculptor who designs a statue, the painter who creates a picture, each does noble work and worthy of all praise; but the teacher who guides young life, molds it, thrills it, inspires it, works on material that perishes not. Yes, the work of a true teacher is inspiring; and the amount of good he can do is measureless. The teacher need do only good to people. It is a life really worth living. Young man. young woman, **think of it. Why not teach?**

CONCERNING SCHOOL ORGANIZATION

1. Discipline—The Normal is responsible to the state for the character and scholarship of its graduates—those who are to teach in the public schools. The Normal will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, or if they are found to be unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary here. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls with assurance that their safety, their general culture and their education will be guarded as carefully as may be.

2. The School Year—The Normal year opens regularly on the third Monday in September and continues for forty-eight weeks. It is divided into four terms of ten weeks each, and a Summer Term of eight weeks, closing the third week in August.

3. The School Week—The Normal School week allows Monday as the regular holiday, and class work continues from Tuesday morning until Saturday night. Some special exercises, such as literary society programs, are held on Monday.

4. The School Day—Work begins in the Normal class rooms at 7:30 a. m. and some classes are to be found in operation at every hour until 5 p. m. Usually physical culture and athletics occupy the later hours in the day. All class periods are for full fifty minutes, with ten minutes intermission between classes.

5. The School Holidays—The Normal Community observes all the regular legal holidays that occur during the year's work. Usually about ten days are given over to the holiday season at Christmas and New Year.

6. Christian Associations—The Normal is not denominational in any sense. However, its positive influence is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday schools of the city. The Young Men's Christian Association and the Young Women's Christian Association have large memberships. The associations meet every Sunday afternoon in regular quarters on the campus; they also conduct devotional meetings during the week. These societies are doing a great good in the school. New students should join these associations and become active workers. Vespers will be conducted on the campus each Sunday afternoon during the Summer School for the entire school.

7. Lecture Course and Entertainments—The Normal each year maintains a high grade lecture course largely for the benefit of the students. It is under the supervision of the Committee of the Faculty

on Lecture Course. Each student is able to attend the course without expense.

8. Alumni Association—The Alumni Association is proving a great factor in the fostering of Normal spirit, and in the upbuilding of a Greater Normal. Its influence is already potent throughout the state. The association holds an Annual Banquet and Reception during commencement week.

9. Eastern Kentucky Review—This publication is the official bi-monthly review published by the Normal. It is edited by the Faculty and the Student-Body. If you are interested write for it—free.

10. Athletics—It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

The various teams are under supervision, and all students of good class standing, who are physically qualified, may compete for a place on the teams.

The football season extends from the beginning of the fall term up to about Thanksgiving; the basket-ball season lasts from Thanksgiving on through to baseball weather; the baseball season continues from first suitable weather to the end of the fourth term; the last term in the year is the term of lawn tennis and track athletics.

SUMMER SCHOOL OF 1921

The Summer Session will open Tuesday, June 28, 1921. The regular Faculty will be in charge. A full list of classes will be offered. Regular credits will be given for this work. Several additional specialists, lecturers and entertainers of note will add strength to an already strong faculty.

Popular among city and graded school teachers especially from the first, the Summer School at Eastern has steadily gained in favor and its enrollment has rapidly grown. All forces have conspired to make this possible. School boards in many cities and towns have either made attendance compulsory, or have subsidized it sufficiently to render it attractive, while our beautiful and inviting campus and deightful surroundings have added their stimulus. Then, perhaps best of all, we have always offered a strong list of classes under our regular faculty, and some additional specialists. Regular credits have been given to those completing any subjects.

Courses are offered in Pedagogy, Psychology, Child Study, the History, Philosophy and Practice of Education. Educational Problems in Kentucky, Primary Methods, Special Methods, Drawing and Art, Music, Manual Training, Home Economics and Art, Physical Education, Gymnasium. Athletics. Nature Study, Agriculture, Horticulture, Biology, Physiology and Hygiene, Geography, Physics, Chemistry, English, Grammar, Composition and Rhetoric, English Literature, American Literature, Literature of the Bible, Latin, German, French, History, Economics, Sociology, Mathematics, Primary Hand Work, and in many other subjects.

"HALF HOUR OR SHORT ORDER COURSES."

In addition to the general courses listed above, short courses will be offered as follows: Rural School Methods; Rural School Management; First and Second Grade Method; Third and Fourth Grade Method; Fifth and Sixth Grade Method; Seventh and Eighth Grade Method; High School Problems; Vocal Music; Physical Education;

Health; Method in Arithmetic; Method in Geography; Method in Grammar; Method in Physiology; Method in History; Method in English; Method in Reading; Method in Civics; Type Studies; Socialized Recitation; Standards and Measurements; Problem-project Method; Five Formal Steps; Discipline; First Aid Work; Parent-Teachers Association; Americanization; Country Life Movement; Visual Education; Child Welfare Movement; Boy and Girl Scout Movement; Thrift Movement; Libraries; Humane Treatment of Animals; Fire Prevention; Prevention of Accidents; School Lunches; School Room Beautiful.

11. **Literary Societies**—To be progressive as well as popular at Eastern, one must be a Carpediem, a Periclesian, an Excelsior, a Utopian, a Cynthian or a Washingtonian. And not until he has been initiated can he understand the magic in these names. During the big terms auxiliary societies are organized. The literary societies stand for all that is highest and best in school life. It is here that the student finds himself untrammeled—where he comes into his own. He has the opportunity for appearing in public. He argues, sings, plays, composes, reads, acts. He presides at meetings, acts as secretary, works on committees, conducts parliamentary drills, etc., etc. And above all he forms friendships.

12. **Normal Classes**—In the literary societies, students belonging to all the classes are mingled together in a thoroughly democratic way. A faculty advisor is assigned to each society. For purposes of developing class spirit and loyalty, and for distinctly class activities, the entire student body is organized into classes each in charge of a faculty member.

Model and Practice School—Eastern maintains throughout the entire school year a model and practice school for demonstration and cadet-teaching purposes. The school consists of twelve grades organized on the six-six plan. All the grades through the tenth are used for demonstration and cadet-teaching, while the eleventh and twelfth grades are used for demonstration purposes only The ninth and tenth grades are used for cadet-teaching to a very limited extent.

The critic teachers in charge of this school are thoroughly trained, each teacher being in charge of two grades. In order that the best possible work may be done the number of pupils per teacher is limited to thirty-two. This school is recruited from a waiting list which is kept in the business office. The grades from the seventh to the tenth, inclusive, are taught partly on the departmental plan, while the eleventh and twelfth are taught altogeher on that plan. No tuition is charged in the first eight grades, but an incidental fee of two dollars and fifty cents is charged each pupil each ten-week term. No fee is charged in these grades during the summer term. In the grades from the ninth to the twelfth, inclusive, a tuition fee is charged which partly pays the expenses of instructing said grades. In the ninth and tenth grades, the tuition fee is $62.50 per year, and in the eleventh and twelfth grades it is $75.00 per year. In addition to the tuition fee each student pays a $2.00 incidental fee each semester and the regular fees charged Normal students in classes in which fees are charged, such as Chemistry, Home Economics, etc.

The Rural School—As a part of the Model and Practice School—Training School—Eastern maintains a Model Rural School on the Campus under one teacher in charge of all eight grades. This school is made up exclusively of country children; it is limited to forty pupils; and no fees of any kind are charged. The purpose of this school is to demonstrate how one teacher can teach successfully forty

children in eight grades; and it is fulfilling its purpose. It is used for cadet-teaching and in training supervisors of rural schools. We are very proud of this demonstration school.

APPOINTMENTS—LIVING EXPENSES—FEES, ETC.

Boarding and Rooms—Rooms in Memorial Hall (men's dormitory), steam heated and electric lighted, are one dollar per week for each student. This Hall has just been thoroughly overhauled and renovated. It is in excellent condition.

Rooms in Sullivan Hall (women's dormitory), steam heated and electric lighted, are one dollar and one dollar ten cents and one dollar twenty cents per week for each student.

Rooms in the cottages (for women) are seventy-five cents per week for each student. Young women are expected to live in the dormitory, when attendance does not exceed the capacity of the dormitories, unless for special reasons they are granted permission by the Dean of Women to room beyond the campus.

Students wishing to engage rooms should write to the President. A reservation slip will be forwarded, which will become binding only when the student complies with the following:

1. This reservation is binding only when this slip is presented to the business office (always address T. J. Coates, President) within ten days of date above given and a fee of two dollars is paid.
2. The holder of any reservation may receive the refund of above fee only by request in writing not less than ten days before the opening of the term for which this reservation is given.
3. This fee is applied as a part of room rent at the opening of the term for which reservation is given, but receipt for this two dollar fee must be presented to the business office at the time of paying the remainder of the room rent.
4. Room reservation is void if not claimed by Tuesday night of the opening of the term and the fee is forfeited.
5. This reservation is not transferable.

Rooms for any terms of the ensuing year may be reserved at any time after May 1st of the preceding year. Only those who apply early and pay the necessary reservation fee of $2.00 are assured of accommodations on the campus.

When all rooms on the campus have been assigned for a certain term, a waiting list of applicants is kept and vacancies as they occur are offered in their turn to those on that waiting list. Note—This waiting list must needs be abandoned one week previous to the opening of said term. Rooms released after that are available to students as they enter.

Room reservation for a series of successive terms is void for the entire period if not claimed by Tuesday night of the opening of the first term of the series, and the fee is forfeited. But by request in writing prior to the date of forfeiture, the assignment for that term may be cancelled and credit for the fee transferred to a later term.

A deposit of three dollars will be required of each occupant of any of these rooms, all of which will be returned if the deposit receipt is surrendered when the depositor leaves, except charges for damages done to the room or furniture. No deposit will be refunded until the housekeeper reports upon the condition of the room. Room rent and deposits are payable for the term in advance.

Students are required to take care of their rooms and to furnish towels, soap, runners for tables and dresser, pillow cases, sheets,

spreads and comforts or blankets, also table napkins and napkin rings.

Women students, no matter where they may expect to room, should come direct to Sullivan Hall; checks for baggage should be retained until after arrival at Sullivan Hall. Students should not engage rooms or board before ascertaining from the school that the landlady's name is on the approved list. The fact that women students have roomed or boarded at a home during some previous year is not necessarily a guarantee that that home is at present on the approved list. Students desiring to room with relatives or friends should notify the Dean of Women of such intentions as early as possible before coming, as all landladies are personally interviewed before the houses are placed on the list. The student is urged not to be in haste to engage a room with which she is not satisfied. No pains will be spared to find for her the accommodations she desires and in the meantime she will be taken care of temporarily at Sullivan Hall.

Table board is $3.00 per week for both men and women. Those who room in Sullivan Hall and the Cottages will board at the dining hall of Sullivan Hall; those who room in Memorial Hall will board at Sullivan Hall. Other students may secure table board only—at Sullivan Hall—at $3.00 per week.

Board is payable for at least a half term in advance. Room rent and board will not be refunded except in case of real sickness. No deduction can be made in table board for a few days' absence at the beginning or end of the term. When board is paid for less than a half term in advance, the rate is $3.50 per week.

Incidental Fees—Each student pays an incidental fee of $2.00 per term when he enrolls. This is not a matriculation or enrollment fee, but it is to cover library, gymnasium and athletic fees, lecture courses and contingent expenses. The incidental fee is paid by all students and is not refunded. After the opening day, late-comers must pay 50 cents extra fee. It pays to be on time.

Special Fees—Those who take special subjects pay for materials only, as follows:

Domestic Science, per term	$2.00
Chemistry, per term	1.00
Manual Training, per term	1.25
Photography, per term	.50
Handwork, per term	I, 50c; II, 1.00
Music Lessons, per term (two lessons per week)	12.00
Music Lessons, per term (one lesson per week)	7.50
Piano Practice, per term (one hour per day)	2.50
Violin Practice, per term (one hour per day)	2.50
Typewriter Practice, per term (one hour per day)	2.50

Tuition Fees—Appointees will receive free instruction for the time necessary to complete the course in which they matriculate. Non-appointees from Kentucky and other states will pay the following fees in advance:

For any one term, except the Summer Term	$10.00
For the Summer Term	8.00
For two ten-week terms	18.00
For three ten-week terms	25.00
For four ten-week terms	32.00
For four ten-week terms and the Summer Term	38.00

County Superintendent-elect, or already in office, will be charged no tuition.

Necessary Expenses for Ten-Week Term

Board	$30.00
Room Rent	$7.50, 10.00 to 12.00
Incidental Fee	2.00
Total	$39.50 to $44.00

Appointments—Who are appointees? Each county is the unit of appointment. Each County Superintendent has the privilege of appointing one student for every five hundred white school children in his last school census and one student for any fraction over two hundred and fifty. These students are the regular appointees to State Normal. All appointees receive tuition or a free scholarship. All appointments are made for four years—or until the appointee completes his entire course of study. Appointees are not required to remain in school continuously. If the number of appointees in attendance during any term should not reach the number allowed for any county, the County Superintendent may, during any other term, appoint alternates. These appointees are selected according to the following directions: Appointees must, in order to secure free tuition, attend the school in their own Normal District; that is, appointees from any county in the Western District will attend at Bowling Green; appointees from counties in the Eastern District will attend at Richmond. Those who pay tuition may attend either school. All appointments must be made from the county in which the applicant teaches.

The Eastern District is composed of the following counties: Anderson, Bath, Bell, Boone, Bourbon, Boyd, Boyle, Bracken, Breathitt, Campbell, Carroll, Carter, Clark, Clay, Clinton, Elliott, Estill, Fayette, Fleming, Floyd, Franklin, Gallatin, Garrard, Grant, Greenup, Harlan, Harrison, Henry, Jackson, Jessamine, Johnson, Kenton, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, McCreary, Madison, Magoffin, Martin, Mason, Menifee, Mercer, Montgomery, Morgan, Nicholas, Oldham, Owen, Owsley, Pendleton, Perry, Pike, Powell, Pulaski, Robertson, Rockcastle, Rowan, Scott, Shelby, Trimble, Wayne, Whitley, Wolfe, Woodford.

Recapitulation

For admission to the State Normal:

1. Good moral character.
2. Age—not less than sixteen years.
3. Appointees—free tuition.
4. Appointees—enter without examination.
5. Those who hold certificates of any grade enter without examination.
6. Those who hold common school diplomas enter without examination.
7. Those who hold state diplomas, state certificates, and graduates of High Schools, Colleges and Normal Schools enter without examination.

NOTE—Certain credits will be given to those whose qualifications justify it, but each individual case will be taken up on its merits. Write the Dean for advanced standing.

Special Notice—See your County Superintendent about an appointment, and write T. J. Coates, President, for full information.

How to Enter School—Upon arrival at Richmond, come at once to the Normal. The bus line takes you to the campus—fare twenty

cents, trunks twenty cents. The President's office and the Dean's office are in Ruric Nevel Roark Hall, and here all preliminary arrangements will be made. Women students, no matter where they expect to room, should retain their baggage checks and come direct to Sullivan Hall.

1. Go to the "Registrar's Office" in main hall, where you will attend to three things: (1) The Registrar will enroll you; (2) you will fill out the enrollment card, giving personal facts concerning your residence, experience, etc.; (3) if you are an appointee you will present your appointment card, or ask the official in charge to look up the card which is probably on file in this room. Here appointees must sign the pledge card.

2. Go to room No. 12, the "Secretary's Office," where you will present your enrollment card, your appointment card and your pledge card, leaving these cards with him. You pay your tuition (if not an appointee), incidental fee (which must be paid by all who enter), room rent, deposit and board. You will then receive an admittance card, which you will retain

3. If you wish to offer credits for advanced standing, go to room 15, present your admittance card and your credentials to the "Committee on Credentials and Credits." Here your credentials will be examined.

4. Go to the "Dean's Office," presenting your admittance card, where the Dean will assist you in making out a definite daily program, giving subjects to be taken, hour of recitation, instructor and number of room. If you enter at the beginning of a term, go to the Committee on Student Schedules in Main Hall before going to the Dean.

5. Go to class room and enroll at once, presenting your Daily Program Card. Any change of program must be made by the Dean, and such changes must be reported to the instructors.

NOTE—Students compelled for any reason to leave school before the close of a term must get a formal dismissal from the President. To leave without due notice, or without permission from the President, formally suspends a student from future attendance at the Normal School.

EXTENSION DEPARTMENT.

EXTENSION WORK

For some years, in fact since the school was founded, Eastern has been carrying on extra-mural activities, such as commencement addresses, lecturing before institutes, and other occasional lectures and demonstrations. This work has now been increased through correspondence and lecture courses, and through the service offered by the "School Service, Research and Information Bureau."

FOR WHOM INTENDED

Extension work as offered by the Eastern Kentucky State Normal School is intended for three classes of people: 1. Students who have attended the school and who expect to return to secure a certificate or to graduate. 2. Teachers who expect to attend the institution but who want to work off a few credits before entering while teaching. 3. Teachers who must continue teaching the whole year and who want to improve their scholarship.

CHARACTER OF THE COURSES

The correspondence and lecture courses are the same as those given in the class rooms of the institution.

ADVANTAGES OF CORRESPONDENCE STUDY

1. Economy—The cost of correspondence work is very low compared to the character of service rendered.

Courses may be completed and full credit received while the student is teaching at full salary.

Advantage is taken of the spare minutes each day that are too frequently wasted—economy of time.

Home study is essential to a growing, progressive teacher. It is of very great value even when undirected. When prop-

erly directed, as it will be by correspondence, a definite work is undertaken along definite lines. Waste of time and effort is eliminated.

2. Thoroughness—The student recites each lesson in its entirety and may have all questions answered.

3. Practical Application—Things learned by correspondence may be applied by the student-teacher in her own classes. If she is teaching arithmetic and is taking a course in Arithmetic 2, everything learned is of immediate and practical use. This is true of every other subject, particularly true perhaps of those in Education.

PROCEDURE IN SELECTING A CORRESPONDENCE COURSE

If you wish to take a correspondence course, examine the list offered on another page of this communication. If you find a course that suits you, write to the Registrar (Address F. C. Gentry, Registrar) for enrollment blank, which you will fill out and return to him, enclosing $3.00 for enrollment fee and $7.00 for each subject you wish to take. If only one subject is desired the amount to be enclosel is $10.00. The amount for two subjects is $17.00. On receiving your blank properly filled out, the Registrar will notify the Dean of your application; and if in the Dean's judgment you are prepared for the course, he will enroll you for that course. If you are not accepted, your money will be promptly returned to you. The enrollment fee of $3.00 is paid but once, no matter how many correspondence courses may be taken.

REGULATIONS AS TO CORRESPONDENCE COURSE

1. Not more than two courses may be taken at one time. Not more than one-third of the work leading to a certificate may be taken by correspondence, and not more than one-third of the work in any one department.

2. In each correspondence course for which credit for one major, or 2½ semester hours, or one-third high school unit is given, there will be twenty single lessons or ten double lessons, and, at the option of the instructor, a final examination covering the entire course. A single lesson will require approxi-

mately five hours a week preparation and a double lesson twice that time.

3. A fee of $7.00 is charged for all courses valued at 2½ semester hours or one-third high school unit. No fees are refunded except in cases where the student is found unprepared to take the course, or the school is unable to offer it. Correspondence courses may begin at any time, and they must be completed in a reasonable length of time. No courses are offered in subjects requiring laboratory work, except through study centers. No courses in foreign language are offered by correspondence, except in Latin. A student who for any reason does not report either by letter or lesson within a period of 30 days may forfeit his right to further instructions. Students are expected to take at least one single lesson each week. A student who has completed all the assignments of a course in a satisfactory manner will have a grade registered upon our school records the same as resident students, after passing a final examination in a satisfactory manner. Examinations will be given in a way to meet the convenience of the individual student whenever it is possible to do so. It is probable that some of them will be held by county or city superintendent of the student's own county.

TEXT BOOKS

The text books used are the same as those adopted for students in residence and they will be furnished to correspondence students whenever desired in the same manner as to students in residence, i. e., they will be sold to the student and bought back after the completion of the course at a small discount.

LECTURE COURSES

Lecture courses are offered at study centers by regular members of the faculty, or other competent instructors employed by the institution. Such centers will be agreed upon by the students and the Director of Extension. The courses, fees, books and credits are the same as in the correspondence courses. The minimum number of members required in order to secure the organization of a class will depend somewhat

upon the distance the study center is from Richmond. The absolute minimum is 10 students. The instructor will meet the class ten times on Saturdays for two hours in all courses carrying 2½ semester hours credit, and five times on alternate Saturdays for courses carrying half that credit.

COURSES OFFERED BY CORRESPONDENCE

Elementary—Method 1, Management 1, Grammar 2, English 3, History 2, Arithmetic 2, Algebra 1, Algebra 2, Physical Geography, Nature Study, Agriculture 1, Bookkeeping 1.

Intermediate—Method 2, Management 2, English 4, English 5, English 6, Greek History, Roman History, English History 1, English History 2, Algebra 3, Latin 1, 2, 3, 4, 5, Rural Economics, Bookkeeping 2.

Advanced—Method 3, Sociology, English 8, 9, Advanced Grammar, Mediaeval History, College Algebra, Economic Geography, Agriculture 3, two electives in Education, Electives in History, Latin 6, 7, 8, 9, Mechanical Drawing.

COURSES OF STUDY.

COURSES OF STUDY.

REGULAR NORMAL COURSES OUTLINED BY SUBJECTS

Elementary Certificate Course

I. Education:
1. Observation
2. Psychology 1
3. Method 1
4. Management 1

II. English:
1. Grammar 2 and 3
2. Expression 1
3. English 2 and 3

III. History and Civics:
1. History 2 and 3
2. Civics 2

IV. Mathematics:
1. Arithmetic 2 and 3
2. Algebra 1 and 2

V. Science:
1. Physiology 2
2. Geography 2
3. Physical Geography
4. Nature Study
5. Agriculture 1
6. Home Economics 1 or Manual Training 1

VI. Drills:
1. Penmanship 2
2. Drawing 1
3. Music 1
4. Handwork 1

VII. Forensics

VIII. Physical Education

Intermediate Certificate Course

I. Education:
1. Observation 2
2. Psychology 2
3. Method 2 or
4. Management 2

II. English:
1. English 4 and 5
2. English 6
3. Expression 2

III. History:
1. Greek 4, Roman 5
2. English 1 and 2

IV. Mathematics:
1. Algebra
2. Plane Geometry 1 and 2

V. Science:
1. Botany 1 or
2. Biology 1
3. Botany 2 or
4. Biology 2
5. Agriculture 2
6. Home Economics 2

VI. Foreign Language:
Latin 1, 2, 3, 4, 5

VII. Drills
1. Music 2
2. Drawing 2
3. Music 3
4. Handwork 2

VIII. Forensics

IX. Physical Education

Each subject listed above except the drills has a credit value of one-third unit; the drills have a credit value each of one-sixth unit.

Bookkeeping, under certain conditions, may be substituted for Home Economics and Shorthand and Typewriting for the drills.

Advanced Certificate Course

I. Education:

Observation 1	1 hour
Elective in Education or Psychology 2	2 hours
Psychology 3	2 hours
Method 3	2 hours
Management 2 or 3	1½ hours
Sociology	2 hours
History of Education	2 hours
Special Method	1½ hours
Elective — or Observation 2	2 hours
Practice Teaching	5 hours

II. English:
English 7.....or Expression 3 .....2 hours
English 8 .....2 hours
English 9.....or English 2 .....2 hours
English 10 .....2 hours
Advanced Grammar .....2 hours
Elective in English .....1 hour

III. History and Civics:
Mediaeval 6.....or History 3 .....2 hours
Modern 7 .....2 hours
Elective.....or Civics 2 .....2 hours

IV. Mathematics:
College Algebra .....2 hours
Solid Geometry
or
Plane Trigonometry.....or Arithmetic 3.....2½ hours

V. Science:
Home Economics 3
or
Manual Training 3 .....2 hours
Economic Geography .....2 hours
Agriculture 3 .....2 hours
Physics 3.....or Physiology 2 .....2 hours
Physics 4.....or Geography 2 .....2 hours
Chemistry 3 and 4 .....4 hours

VI. Foreign Language:
Latin or French—five terms .....10 hours

VII. Forensics (once a week during residence.)
VIII. Physical Education (Four terms, 3 times a week).

A two year college course open to students who have completed the Normal Intermediate Course or a standard four year high school course, or their equivalent.

The foregoing course is the regular Normal Advanced Certificate Course planned **specifically** for students who are preparing to teach in the junior high school grades, i. e., 7th, 8th and 9th grades. This is the standard advanced course of which all other courses are modifications to suit specific kinds of service.

Graduates of high schools will be required to take the alternate courses listed above at the right; and in addition they may be required to take 10 hours of drills.

REGULAR NORMAL COURSES

Arranged by Terms

Preparatory and Review Common School Courses

Agriculture, Elementary
Arithmetic 1
Civics 1
English 1
Forensics
Geography 1
Kentucky History
Grammar 1
History 1
Penmanship 1
Physiology 1
Reading 1
Spelling
Theory and Practice

This is not a regular certificate course, but is preliminary and preparatory to the regular courses. If students are well

grounded in the subjects indicated above and given written satisfactory evidence of same, or if a satisfactory examination upon same is passed, full credits will be given and the student is ready to enter upon the regular courses.

This course is thorough, complete, logical and satisfactory for its purpose. The completion of this course may be accomplished in one or two terms, but in some cases it may require longer. It prepares the student for the Elementary Certificate Course which follows. The State adopted text books are used throughout this course.

Elementary Certificate Course

Equivalent to Eight High School Units

First Term	Second Term	Third Term
Observation 1	Psychology 1	School Management 1
Grammar 2	Grammar 3	Expression 1
History 2	History 3	Geography 2
Physiology 2	Arithmetic 2	Arithmetic 3
Home Economics 1	Agriculture 1	Drawing 1
Physical Education	Penmanship 2	

Fourth Term	Fifth Term
Method 1	English 3
English 2	Algebra 2
Algebra 1	Nature Study
Physical Geography	Civics 2
Music 1	
Handwork 1	

Substitutes—Manual Training may be substituted for Home Economics; Bookkeeping for Arithmetic 2; and Horticulture 1 for Agriculture 1. By express permission of the Dean, Shorthand 1 may be substituted for some other major, and Typewriting may be substituted for some other drill. Latin may be begun in the Elementary Course by students who do not expect to take out the certificate.

The above work, as laid out, leads to the State Elementary Certificate. This certificate, authorized by law, is good for two years to teach in any public school in the State without examination. Three terms must be spent in resident study before anyone can secure this certificate, no matter what credits he may have, unless the applicant be a graduate of a standard four year high school, in which case twenty weeks' residence is required. If only summer terms are attended, it will require four terms prior to certification. It is possible

for 9th and 10th grade students to complete the above course in one normal year of forty-eight weeks, if all the work is done in residence.

Intermediate Certificate Course

Equivalent to Eight High School Units

Course A

First Term	Second Term	Third Term
Psychology 2	Observation 2	Method 2
Greek History	Roman History	English History 1
Latin 1	Latin 2	Latin 3
Algebra 3	Geometry 1	Geometry 2
Handwork 2	Drawing 2	English 4
Music 2	Music 3	Physical Education

Fourth Term	Fifth Term
English History 2	Botany 2 or Biology 2
Latin 4	Latin 5
Botany 1 or Biology 1	Agriculture 2
Home Economics 2	English 6
English 5	

Substitutes—Manual Training may be substituted for Home Economics; Bookkeeping for Agriculture 2; and by special permission of the Dean, Shorthand may be substituted for some other major, and Typewriting for some other minor.

Course B

Equivalent to Eight High School Units

First Term	Second Term	Third Term
Psychology 2	Observation 2	Physics 3
Greek History	Roman History	English History 1
Agriculture 2	Agriculture 4	Agriculture 5
Algebra 3	Geometry 1	Geometry 2
Physics 1	Physics 2	English 4
		Physical Education

Fourth Term	Fifth Term
English History 2	Chemistry 2
Agriculture 6	English 6
Chemistry 1	Expression 2
English 5	Handwork 2
Geometry 3	Music 2

"Special emphasis is placed on methods of teaching in this course."

Either Home Economics or Manual Training may be substituted for the Agriculture in Course B. The first term in each is required as preparatory to entrance upon the course. This work is designed for students who have already taken some studies in a Smith-Hughes high school and purpose con-

tinuing that character of course. Students who take this course are expected to take the Advanced Course.

Satisfactory completion of the work of the previous courses leads to the State Intermediate Certificate. This certificate, authorized by law, is good for four years to teach in any public school in the State without examination. Three terms, one of which may be summer term, must be spent in resident study before anyone can secure their certificate, no matter what credits he may have. If the work is done wholly in summer terms, four terms will be required for certification. It is possible for the well prepared student to complete the work for the certificate in one normal year of forty-eight weeks, if all the work is done in residence.

Applicant for the Elementary or Intermediate certificate may, under certain conditions, substitute temporarily four (4) major credits from an advanced course but not for common branches and no two in same subject.

Advanced Certificate Course

A Two-Year College Course Arranged by Years and Terms.

First Year

First Term	Second Term
Observation 1	Psychology 2.....or **Elective Edu**
English 2.....or **English** 9	Expression 3.....or **English** 7
Physiology 2.....or **Physics** 3	Geography 2.....or **Physics** 4
Arithmetic 3	**Agriculture** 3
Penmanship 2	Handwork 1
Music 1	Music 2

Third Term	Fourth Term
Observation 2 or **Elective Ed**	Psychology 3
Management 3	Method 3
History 3.....or **Med History** 6	Civics 2.....or **Elective History**
Economic Geography	Grammar 4
Handwork 2	Drawing 2
Drawing 1	Music 3

NOTE—The course above is planned for two types of students: (1) four year graduates of high schools and (2) students who have completed the Regular Intermediate Course. The former take the whole course as listed; the latter take the same course, omitting the drills, but taking the alternate subjects when any are listed. Students who have not already had a course in Biology will be required to take a course during their first term as a basis for Psychology.

Second Year

First Term	Second Term
Practice Teach. 1	Practice Teach. 2
Algebra 4	Special Meth.
Modern History 7	Home Economics
Latin or Fr. 6 or 11	Lat. or French 7 or 12
Third Term	**Fourth Term**
History of Ed.	Sociology
English 8	English 10
Chemistry 3	Chemistry 4
Lat. or Fr. 8 or 12	Lat. or Fr. 9 or 13

Students who have had the full Elementary and Intermediate Courses with us will have all the necessary minor subjects completed.

High school graduates who enter directly upon the Advanced Certificate Course may be required to take ten additional hours' work selected from the courses offered in the minor subjects; Penmanship, Drawing, Music and Handwork. These courses count 1¼ hours for each term.

Physical Education for four terms, three times per week, will be required of all students in the Advanced Course.

The completion of the above courses leads to the State Advanced Certificate. This certificate, authorized by law, is good for three years to teach in any public school in the State without examination. It becomes a State Life Certificate after three years are spent in successful teaching.

Four year high school graduates who complete the first and second terms' work are entitled to an Elementary Certificate; and such graduates are entitled to an Intermediate Certificate when they complete the First Year's work.

Twenty weeks must be spent in resident study before anyone can secure the Elementary Certificate; thirty weeks must be spent in such study before one can secure the Intermediate Certificate, and forty must be spent in resident study before any one can secure this certificate, no matter what credits he may have. Satisfactory practice teaching in the Normal is prerequisite to this certificate. If all the work for the Advanced Certificate is done in residence, it will require eight terms of ten weeks each to complete it.

The Advanced Course as herein outlined has been planned specifically for teachers in the 7th, 8th or 9th grades. Modi-

fications of this central course will be made to prepare teachers for the following kinds of teaching service: (1) Primary, Grades one and two; (2) Intermediate, Grades three to six inclusive; (3) Rural—Grades one to eight inclusive. This central standard course will be modified further to enable students to specialize in certain subjects so they may teach them in high schools.

SPECIAL COURSES.

Outlined to Prepare Teachers for Special Kinds of Teaching Service.

I. PRIMARY—GRADES I AND II.

This course is identical with the standard course except in the following respect: For teachers proposing to teach in those grades, the standard course will be modified by special work in those grades in observation, special methods and practice teaching. The electives in Education will be made to bear directly on primary work. One term in English will deal with children's literature. The work in method will be primary methods of teaching numbers, nature study and geography, reading, language and story work. The ideal is to prepare skilled primary teachers, and no effort will be spared to accomplish that result.

II. INTERMEDIATE—GRADES III TO VI, INCLUSIVE

In like manner, the standard course will be modified to prepare teachers for efficient service in the intermediate grades. Method work will deal specifically with intermediate grade methods of teaching arithmetic, nature study, history, juvenile literature and geography. One term in English will deal specifically with literature suitable for these grades. Observation, special method and practice teaching will be modified to prepare teachers for service in these grades.

III. RURAL SCHOOLS—GRADES I TO VIII, INCLUSIVE.

In order to prepare teachers for this most difficult and most important service, the standard course is modified in several very material respects. The work in method, management, observation and practice teaching is in each and all planned from the standpoint of the rural school. The topics in arithmetic are made to suit their rural environment; in fact,

all the subjects in the course of study are considered from the rural viewpoint in order that country children may be taught in terms of their own life. In addition, students in this course will be given courses in rural economics, sociology in order to prepare them for social service, community work. No effort will be spared to prepare teachers for efficient service in this exacting field. The satisfactory completion of this course will be a fair preparation for the work of rural supervision or even for county superintendent.

IV. SPECIAL ELECTIVE COLLEGE COURSES

College students are permitted to major in the regular college subjects, other than Education, in accordance with the following rules:

1. A maximum of twenty (20) semester hours in the major subject.

2. One minor subject other than Education and English with ten (10) semester hours.

3. Minimum of 12 semester hours in Education except in the Agriculture Course.

4. Minimum in English ten (10) semester hours.

5. In order to avoid small classes and the resulting increased cost of administration the principles of alternation within the departments and of correlation between departments are used to the limit of efficiency.

6. The classes for students specializing in different subjects are organized on the semester basis.

7. The Special Elective College Courses are merely modifications of the standard course to enable a student to do enough work in one or two subjects, e. g., History and Mathematics, to enable them to teach such subjects in high school. These courses are offered in response to the demands of the high schools in the State. Only strong selected students will be permitted to take these elective courses, and such courses will not be offered to classes of fewer than ten students.

8. Students electing one of these special courses will be in charge of the head of the department in which he is majoring. Such department head will advise and direct the student in making out his course of study always under the general

rules, and with due regard to the courses offered in the other departments.

9. All department heads are expected to cooperate with each other in making out courses of study for specializing students.

10. Special curricula have been prepared by the heads of the various departments which will be furnished students on request.

11. Students may specialize in strict accordance with the foregoing in any one of the general or special departments.

RULES OF THE STATE UNIVERSITY

Group Requirements—Freshmen and Sophomore Years

Education and Philosophy ..... 6 hours
English ..... 6 to 12 hours
12 hours if only 3 units of entrance are presented.
Foreign Languages (Latin or Modern Language) ..... 6 to 18 hours
6 hours in one language if 3 or more units of entrance are presented; 12 hours if only 2 units of entrance are presented; 18 hours if only 1 or no unit of entrance is presented.
History and Social Science ..... 6 to 12 hours
12 hours, including 6 hours in history, if no entrance unit in history is presented.
Mathematics and Physical Sciences ..... 6 to 10 hours
Mathematics, Physics, Chemistry, Geology, Astronomy.
Biological Sciences ..... 6 hours
Botany, Entomology, Zoology, Bacteriology, Physiology.

For the completion of the above course a minimum of 64 hours is required.

A student is required to carry each semester work amounting to at least 14 hours exclusive of gymnasium. He may carry, without special permission, 16 hours, exclusive of gymnasium. A freshman is not allowed to carry more than 16 hours during his first semester.

Details of Courses of Study

I. GENERAL DEPARTMENTS.

1. Education.
2. Agriculture.
3. English.
4. History and Social Science.
5. Latin and Modern Language.
6. Mathematics.
7. Science.

I. Department of Education.

Dr. McDougle	President Coates
Miss Patridge	Superintendent Edwards
Mr. Jayne	Miss Reid

REQUIRED COURSES

Elementary State Course of Study (Education 1).—Professional training in the Normal School begins with a study of the Elementary State Course of Study and a reading of the adopted reading circle books. Students are taught how to use the State Course of Study. Problems of organization, classification, administration of the one and two-teacher schools will be solved. Daily visits to the rural school on the campus will be made; and the opportunity thus given to the students to see in practice the suggestions and directions of the Course of Study worked out. All subsequent courses have their beginning in this course.

Professional Guidance (Education 2) ("Observation 1")—An introduction to teaching. This is an orienting course aiming primarily to fulfill a guidance function by furnishing the student with such information as will aid him in the selection of a specific curriculum. The differences among the various types of teaching service will be made clear, especially as regards the specific qualities essential to success in each type of work. For this purpose instruction will be correlated with numerous visits to the Training Schools. Such visits will be under the immediate direction of the head of the department of education.

While a study of the types of teaching and the selection of a specific curriculum are the main purposes of this course, they are by no means the only ones. Students taking the course will be led to observe and to study problems of housing and equipment, questions of discipline and school management, in fact, the course may be said to constitute an inductive study of the school as a whole. It is based on the idea that "one seeing is worth ten tellings." It is a preparation for everything that follows; and, therefore, is offered the first term of the course in the institution. (One-third unit.) (One hour.)

Psychology I (Education 3).—The beginner in Psychology today needs to know the structure of the nervous system and some knowledge of the evolution of the human nervous system will be useful.

The fundamental facts of mentation are very carefully developed. The fountains of human conduct are studied through collateral reading in the Library Instincts, Reflexes, Automatic Acts and Habits are discussed. Such terms as Stimulus, Sensation, Sense-perception and apperception are defined after inductive consideraton.

The Thinking Process is made a matter of minute development and the various Sense Modalities, with their value in imaging are brought to the fore.

Some simple experiments are conducted in class to lead the student to observe better the thinking process in himself and in others. (One-third unit.)

Method I (Education 4)—"Method I" deals with the technique of teaching in the first four grades, i. e., from the first grade to the fourth inclusive. An analysis of the principal types of teaching will be made, and the specific technique of instruction, such as lesson

assignments, teaching how to study, recitations, questioning, etc., will be carefully studied. Visits will be made to the Training School and the methods there used carefully observed. A "method of teaching" each subject of the course in these grades will be worked out with great care. A text-book will be used and some reading in the Library required. Each student in the class will be required to plan and to teach at least one lesson in each subject taught in these grades under the Superintendent of the Training School and a critic teacher. (One-third unit.)

EDUCATION. 30. METHOD I. IN PRIMARY GRADES (SPECIAL)

1. **Reading**—The theory and practice of teaching beginners to read, including an analysis and a demonstration of the principal methods in use in the best schools. This work will be preparation of teaching plans. The historical development of methods of teaching reading will be traced.

2. **Language and Story Work**—The aims of language work in the primary grades; the means of insuring spontaneous expression; methods will be illustrated by primary class work. One-half of the time given to language and story telling will be given to the intensive study of history material available for primary use, with practice in its oral presentation, and to the organization of material for special-day festivals and dramatic exercises. (Two hours.)

EDUCATION 31. METHOD I IN INTERMEDIATE GRADES—III TO VI Inc. (SPECIAL)

A study of the field of intermediate-grade teaching, involving (a) a study of the outstanding characteristics of children during the years from eight to twelve inclusive (b) the specific educational problems of the intermediate grades, and (c) the treatment of subject matter in these grades. Observation of class-work and the planning of lessons will be an important feature of this course. (Two hours.)

EDUCATION 32. METHOD IN THE SEVENTH AND EIGHTH GRADES (SPECIAL)

1. **English**—The aims and values of English instruction in the upper grades; specific methods of teaching difficult topics in reading, literature, composition and grammar. Observation of class work in the Training School will be a feature of this course.

2. **Arithmetic**—The aims and values of arithmetic as taught in the seventh and eighth grades; specific methods of teaching difficult topics. Observation of class work will be an important feature in this course. (Two hours.)

School Management 1 (Education 5)—The first course in school management follows "Psychology 1," and follows or parallels "Method 1." It deals with the problems arising in the one-teacher and two-teacher schools. The Rural School on the campus is the objective basis of this course; but the other departments of the Training School will be visited and carefully studied. In addition, other schools will be visited and studied. A good text book on school management is used in the course. Students who complete the course will be made conscious of the various problems arising in the one and two teacher schools; and they will have learned from actual observation, as well as from instruction, how to organize, how to classify, how to grade, and how to administer schools of these types. The problem of discipline will receive special attention and a brief study of professional ethics will form its conclusion. The instruction throughout the course will be direct and explicit. No vague theorizing will be indulged in.

Each student will be given a limited amount of actual practice in real school management during the course under the Superintendent of the Training School and a critic teacher. (One-third unit.)

Professional Reading I (Education 6)—This class meets once a week for an hour. Its purpose is to introduce the student to the literature of the profession. The library will be freely used. Two books are read closely and reported upon—Hart's "Educational Resources of Village and Rural Communities" and "The Brown Mouse," by Quick. (One-half hour.)

Psychology 2 (Education 7)—This is a more specialized course and builds directly upon the work done in the first term of Psychology. It will begin with a careful review of the topics covered in the first term, and then proceed to cultivate the particular fields that are of interest to the teacher.

After a conclusion of the study of the senses, the laws of habit formation are tested and experiments are made. The various laws of memorization are made the subject of extended discussion and their vital bearing upon all thinking is exemplified through experiments.

Research in the psychological magazines and other psychological literature in the library supplements the regular investigations in the texts.

As occasion presents, the student will be assigned special oral reports and written papers upon important topics.

This class will make all investigations and experiments from the viewpoint of their application to the problems of education. It is to be emphatically a class in applied Psychology. (One-third unit.)

Method II (Education 8)—As "Method I" was a course in the technique of teaching in the first four grades, Method 2 concerns itself with the problems of teaching the various subjects in the grades from the fifth to the eighth, inclusive. This is a text book course. Each student in the class will be required to plan and to teach one or more lessons in each major subject taught in the grades named under the direction of a critic teacher and the Superintendent of the Training School. (One-third unit.)

EDUCATION 33. METHOD II IN PRIMARY GRADES I AND II (SPECIAL)

1. **Number**—The ground covered in the arithmetic of the first four grades will be gone over intensively. Parallel with this or following it, there will be a careful consideration of the approved methods of developing number concepts, or providing measurements and other forms of application, or correlating number work with other subjects, of conducting drills in number facts, etc. The methods will be illustrated by observation of the actual work with children, with demonstration lessons, and by the study and use of simple apparatus and materials, usual aids, etc. A sketch of the historical development of methods of teaching primary arithmetic will be a feature of this course.

2. **Nature Study and Geography**—The emphasis will be upon the use of environmental materials. Students will have practice in choosing materials for study as well as demonstrations of the materials and methods employed by others. The purpose is to furnish instruction that will enable the student later to adapt his knowledge to the environment in which he is teaching. One laboratory period each week will be given to field work. (Two hours.)

EDUCATION 34. METHOD II IN INTERMEDIATE GRADES III-VI (SPECIAL)

1. Juvenile Literature—An intensive study of the masterpieces of literature available for preadolescent children with particular reference to the use of these masterpieces in the intermediate grades.

2. History—A study of the content of the courses in history recommended for the intermediate grades by the Committee of Eight of the American Historical Association.

3. Geography—A course covering the phases of geography that are important in the intermediate grade program. A laboratory period each week of this course will be given to a study of environmental material. (Two hours.)

EDUCATION 35. METHOD II IN THE SEVENTH AND EIGHTH GRADES (SPECIAL)

1. History and Civics—The aims and value of history and civics in upper grade teaching; specific methods of teaching difficult topics. Observation of class work in the Training School will be a feature of this course.

2. Geography—General geography, with the emphasis upon topics taught in the seventh and eighth grades, illustrating the teaching of geography as a science. One laboratory period each week will be given to laboratory exercises or to field trips. (Two hours.)

Observation and Participation (Education 9) ("Observation 2")—This is a course preparatory to "practice teaching" and is taken during the term immediately preceding practice teaching. The purpose of the course is to prepare the student for his practice teaching; and, therefore, he will be required to spend at least four hours each week in systematic, directed observation of class work; and, toward the close of the term in active participation in class room exercises. This course is in the immediate charge of the Superintendent of the Training School, who will meet all "observers" once each week for the purpose of giving them specific instruction for their work in practice teaching of the following term. (One-third unit.)

School Management 2 (Education 10)—This course in school management follows Psychology 2, and follows or parallels Method 2. It is a strong, text book course dealing with the problems of management and administration in a general way, but specifically, with the problems arising in schools having three or more teachers, with "Graded Schools," with Consolidated Schools, and with schools in villages and sixth class cities. The purposes of this course are two-fold: (1) to train teachers to work well in such schools, to cooperate with each other, with the principal and with the community; (2) to train principals for such schools. To secure these ends, not only will the problems of school management be studied, but the larger and more complex ones of community betterment and community building will be brought before the class for solution. The objective basis of this course is our Training School, which will be thoroughly studied. Other schools of the different types studied will be visited and reported upon in class. (One-third unit.)

Professional Reading 2 (Education 11)—This course is a half-hour course. The class meets once a week. The method is the same as in Professional Reading 1. Two books are read closely and reported upon—Betts' and Hall's "Better Rural Schools" and McMurry's "How to Study and Teaching How to Study." The titles of these books indicate their purpose. (One-half hour.)

Special Method (Education 12)—Each student is required to take one term's work in Method as applied to one particular subject, for example, method in arithmetic. The purpose is that each student may master, as nearly as possible, the teaching of at least one subject. (One and one-half hours.)

Psychology 3 (Education 13)—Open only to high school graduates or the equivalent. No text book is used. Important assignments are made and the library is consulted. (Two hours.)

Seminar (Education 14)—This is for the members of the graduating class only. In this course the seniors pursue individual lines of investigation regarding new subjects of educational interest and are given instruction in making out questionnaires for that purpose. The discussions and criticisms that follow the reading of papers are both instructive and valuable to those who take part. (One-half hour.)

PRACTICE TEACHING I AND II (EDUCATION 15 AND 16)

Two terms or five "semester hours" of practice teaching are required in the institution. This means one hundred hours of actual teaching plus approximately one hundred hours of preparation for the class work, such as observation, lesson planning, conferences with critic teachers, and the Superintendent of the Training School, etc.

By special arrangements with the Dean and the Superintendent of the Training School the student may do his entire practice teaching in a single term, in which case it becomes the dominating feature of his work. A half day will be spent in the Training School; and the teaching of at least two different subjects will be carried through the term.

The practice teachers will be given training in recess supervision, keeping of school room records, visiting the homes of pupils, meeting with parent-teachers' clubs, the handling of noon-day lunches, etc.

Students who expect to teach in the rural schools will be given their practice in the Model Rural School on the campus so far as practicable.

Practice Teaching 1 (Education 15)—During the first term—ten weeks—in practice teaching the student will be required to prepare lesson plans and to teach classes in all the eight grades of the common school. From two to three weeks will be spent with each critic teacher. One hour (fifty minutes) each day will be spent in practice teaching; and, in addition, the student will be required to meet a critic teacher each day to go over her plans for the succeeding day and to receive criticism on the work of the day. Once each week—on Saturdays—the Superintendent of the Training School meets all the practice teachers for a conference and general discussion of their problems. An effort is made during the first term of practice teaching to "discover the teacher" in order that she may specialize the following term. (Two and one-half hours.)

Practice Teaching 2 (Education 16)—This course differs from the first term in practice teaching in that the student is permitted and encouraged to specialize in one or two grades. Otherwise, the administration of the courses is the same. In addition to teaching in one or two grades, the student will be encouraged to spend as much time as possible in observation in chosen grades, and in reading in the library along a chosen line. Students in this course will be permitted to visit the city schools in Richmond and to do a limited amount of substitute teaching in them. No effort will be spared to make good teachers of our graduating students. (Two and one-half hours.)

History of Education (Education 17)—This course comprises a complete survey of the History of Education, beginning with eastern

nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development of educational theories. Middle Ages are treated in a general way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated more fully. The course ends with study of Herbert Spencer among European educators and Horace Mann and his significance in American education. The method of work used in this course is a combination of recitation and lecturing. Students do a good deal of outside reading and keep a note book of their reading matter and lectures. (Two hours.)

Sociology (Education 18)—This is a required course in sociology and social problems, designed especially to furnish students with a perspective view of the place of education in the general social scheme and of the relation of the school to other agencies of social welfare. (Two hours.)

General Method or the Principles of Education (Education 19.)—This is an integrating course intended to bring together into an organic whole—and to interpret them—all the details of educational theory and practice represented by the preceding course, and to leave the student a unified body of educational doctrine. The course will involve a discussion of such topics as the definition of education; the aims of education; the development of various conceptions of educational values; the origin and present status of certain controverted questions of educational theory, such as doctrine of interest; the relation of liberal to vocational education; the doctrine of formal discipline; the formal steps of teaching, etc., etc. This course follows practice teaching and parallels or follows the course in the History of Education. It is in the immediate charge of the head of the department of education, and marks the conclusion of the student's work in the school just as "Professional Guidance" introduced her to the professional work of the institution. (Two hours.)

Professional Reading 3 (Education 20)—An advanced course in reading. Books to be read and discussed: Spencer's "Education" and Moore's "What is Education?" Students will be taught how to select and to use a professional library. (One-half hour.)

School Management 3 (Education 21)—Supervision and Educational Measurements—This is a strong course in school administration as found in cities of the fifth, fourth and third classes in Kentucky. The course is based upon a text book; but the work in the text will be accompanied by a careful study of some of our most progressive Kentucky cities of the classes studied, beginning with the city schools of Richmond. The problems of vocational education, vocational guidance, educational measurements, and tests, the treatment of the subnormal and the supernormal child, physical education and many other practical questions growing out of the necessity for making the schools more practical and more efficient will be considered. The purpose of this course is to give students a wide view of the modern problems of school administration to the end that leadership may be developed. (One and one-half hours.)

Library Methods (Education 22)—This course is intended for the student who wishes to get a better understanding of modern library methods and for the prospective teacher who wishes to connect more vitally the school and the library as a cooperative means of education. It is expected that by actual participation in library work the student will acquire a working knowledge of library methods and the means of rendering available all possible information as well as love and respect for books. The chief object of the course is to aid teachers in the selection and care of books and material for their school libraries and to enable them to make a more intelligent use of this library.

The course will include: accessioning, bibliography, classification, cataloging, use of reference books and magazine indexes, use of State Superintendent's lists, traveling libraries, cooperation between public library and public school and between teachers and Kentucky Library Commission. Practical problems based on the lectures will be given from time to time to be worked out in the library. (One-half hour.)

ELECTIVES IN EDUCATION

Education 23—Advanced Psychology. (Two hours.)

Education 24—Public School Systems. (One hour.)

Education 25—Development of the Common School System in Kentucky. (One hour.)

Education 26—Measurements, Standards and Surveys. (Two hours.)

Education 27—School Management 4 or School Administration. (Two hours.)

Education 28—Supervision of Village and Rural Schools. (One and one-half hours.)

Education 29—High School Problems. (One hour.)

2. Agriculture Department.

Mr. Cox **Mr. Coates**

Agriculture 1—Required for the Elementary Certificate. This course will deal with the fundamental principles in the field of Agriculture and the general practice of crop production, soils, animal stuies and horticulture. The aim is to give the teacher a clear conception of the field, to prepare to teach in the rural schools and to show the place of Agriculture in the rural schools. (One-third unit.)

Agriculture 2—Required for the Intermediate Certificate. A study of the principles of soil and soil fertility. (One-third unit.)

Agriculture 3—Required for the Advanced Certificate. This course includes the study of the more important field crops, in regard to the crop requirements, preparation of the ground, seeding, planting, harvesting, and the various crops that are best adapted to the different sections of the state. (Two hours.)

Agriculture 4—Farm Crops. A study of the cereal and forage crops, seed identification, crop requirements, and insect and plant diseases. (Two hours.)

Agrculture 5—Animal Husbandry. This course will include studies of the horse, cow, hog and other farm animals. (Two hours.)

Agriculture 6—Farm management. Organization of the farm, types of farming, rental systems, and other phases of the management of the farm. (Two hours.)

Animal Husbandry 1—Types and breeds of farm animals, including some scoring and judging of animals. (Two hours.)

Animal Husbandry 2—Feeds and feeding. Composition and classification of feeds, requirements of animals, and the calculation of rations. (Two hours)

Dairy Husbandry 1—Breeds of dairy cattle; care, breeding and feeding; economic milk production; sanitation on the dairy premises; and the testing of milk for the butter fat content and also for adulterations. (Two hours.)

Agronomy 1—The principal cereal crops in relation to their adaptation, culture, improvement, storage, marketing, and the selection of the seed. (One and one-half hours each.)

Agronomy 3 and 4—Soils. The origin, formation, classification, and physical properties of soils, requirements of crops, plant foods,

source, losses and gains, fertilizers and rotations. (Two and one-half hours each.)

Horticulture 1—Fruit production, grafting, budding, harvesting, packing and the marketing of fruit. Demonstration in spraying and pruning is given special attention. (One-third unit)

Horticulture 2—Vegetable Gardening. Home and market gardening, construction of hot beds, cold frames, transplanting, cropping systems, soil requirements, storage, and the cultural requirements of the different vegetables. (One-third unit.)

Farm Mechanics—See course under manual training.

3. English Department.

Dr. Bruner **Miss Greenleaf** **Mrs. Deane**

English 1 (Composition)—This is a practical course in the elements of oral and written composition. After a brief review of Grammar the attention of the class is directed to the essentials of composition and to the rules of punctuation and of paragraphing. Then follow oral and written exercises in the subjects of description, exposition, and narration. In this course, careful attention is paid to the study of words, the methods of acquiring a good vocabulary, and the use of figures of speech. The class is also required to write many business and social letters.

English 2 (Composition)—This course is a continuation of English 1. In addition to frequent brief themes in description, exposition, and narration, daily exercises in oral composition are required. These oral exercises consist of memorizing and reciting before the class passages of poetry and narrating simple household tales, stories from the Bible, classical myths, and stories from history and biology. There is a constant practice, also, in punctuation, in the acquiring of a vocabulary, in sentence and paragraph structure, and in the various forms of letter-writing. This is a strictly professional course. One-third unit. (Two hours.)

English 2 (Special)—This course in English is designed for students who are specializing in primary work—the first four grades. It is a study from the literary and educational point of view of the best literature available for children of the first four grades. It involves a study of the basic folk tales from which the standard children's stories, rhymes, and poems have been largely derived, and practical exercises in the oral presentation of this material. (Two hours.)

English 2 (Special 2)—A course for teachers who are specializing in intermediate grade work (III to VI inc.). It is an intensive study of the masterpieces of literature available for pre-adolescent children, with particular reference to the use of these masterpieces in the intermediate grades. (Two hours.)

English 2 (Special 3)—For teachers specializing in seventh, eighth and ninth grade work. It is an intensive study of the masterpieces suitable for these grades, with special reference to teaching them in such grades. (Two hours.)

English 3 (Business English)—This is a course in Business English. The grammar is briefly reviewed, punctuation is carefully studied, much attention is paid to spelling and to the use of words, the fundamental principles of composition are studied and an extended study is made of such forms of letter-writing as letters of application, the buying and selling letters, the friendly letter, and the letter

of introduction. In this course there is constant practice in the writing of letters. (One-third unit.)

English 4 (American Literature)—This is a course in American Literature. It is not simply a course about literature, but it is also a course in literature. The student's attention is directed not only to the life, works and characteristics of Colonial, Revolutionary, New England, Southern and Western writers, but also to the form and content of their writings. The members of the class read and report upon the various literary masterpieces, parts of which are often read and commented upon by the instructor in the presence of the class. (One-third unit.)

English 5 (English Literature)—This is a course in English Literature up to the nineteenth century. The method followed is the same as that adopted in English 4. (One-third unit.)

English 6 (English Literature)—English 6 is a continuation of English 5, special attention being given to Romanticism and to the poetry of the Victorian Era. The method of study is the same as that employed in English 4 and English 5. (One-third unit.)

English 7 (Shakespeare)—This is a course in Shakespeare and the English drama. After a brief study of the origin of the English drama, the miracle plays, the moralities, the interludes, and the immediate predecessors of Shakespeare, careful attention will be paid to Shakespeare as a playwright; and a detailed study will be made of his greatest tragedies. There will be lectures, discussions, and reports in connection with a consideration of the characteristics and the theory of the tragic drama of Shakespeare. (Two hours.)

English 8 (Advanced Rhetoric)—Much attention is paid in this course to the theory and practice of English composition and rhetoric. The student is taught the importance and character of good material for the writer, the need and means of improving the vocabulary, the writer's use of words, the principles and processes of composition, and effectiveness in composition. (Two hours.)

English 9 (Advanced Rhetoric)—This course is a continuation of English 8. After a brief review of the principles and processes of composition, the student takes up in detail the principles and methods of Exposition, Argumentation, Description and Narration. (Two hours.)

English 10 (English and American Classics)—The work offered in English 10 is a thorough study of a few of the masterpieces of English and American poetry and prose. The classics to be studied will be selected by the instructor after a careful consideration of the wishes of the class. A few lyric poems, a play or two of Shakespeare, and one or two short stories will be included in this study. (Two hours.)

Grammar 1—This is an elementary class for students not sufficiently advanced to enter the higher classes in grammar.

Grammar 2—This course is planned to give teachers a surer knowledge of grammar, emphasizing the difficult points, using, in addition to the text adopted, other texts to give new light and interest. The parts of speech, their properties and special functions, are studied exhaustively, thus furnishing a training in the process. (One-third unit.)

Grammar 3—The work of this course embraces the thorough study of the verb and its difficult forms, the verbals, all phases of analysis and sentence structure, supplemented by frequent composition, diagramming, its purpose and place in grammar, letter-writing emphasizing accuracy, correctness and skill in expression. (Two hours.)

Grammar 4 (Advanced Grammar)—A term's work required in the Advanced Certificate Course. It will deal with many questions of Syntax, and will serve to integrate many facts and principles gathered from the work in literature and languages other than English. (Two hours.)

4. Department of Citizenship.

Mr. Keith Mr. Robinson

HISTORY, CIVICS AND SOCIAL SCIENCE

History 1—A course in United States History of common school level. It is, in fact, a review of history as taught in the common schools of the state. This course is credited to students who have completed the common school course.

History 2—This is a course in the history of the United States of high school level. In this course the plan is to cover the ground included in the first half of a good high school history of the United States; that is, from the beginning of the history of America up to Washington's administration. (One-third unit.)

History 3—A second term's work in high school history of the United States in which the text is completed. This is to a considerable extent a method course in which the prospective teacher will be taught how to organize and present the facts of a United States History as it should be done n the schools. (One third unit.) (Two hours.)

History 4 (Greek)—The Eastern Mediterranean to 146 B. C. is a course of high school rank, and work done in any of the standard high schools will be credited in the Normal. The rise of the various civilizations is traced. The kind of governments of the Ancient World are studied, the social, educational and artistic contributions to the succeeding ages are noted. Those things which influence modern thought and living are given preference. (One-third unit.)

History 5 (Roman)—The work of this course is to cover the period to 476. The rise of Rome to the center of world history, the territorial growth and constitutional development are done. The influence of Greek culture is noted. The rise of the empire to include the civilized world, and its decay, are studied. The idea of holding to those principles that endure into the modern times is kept up. (One-third unit.)

History 6—This is the first term's work in English History. It covers the period of time beginning with the coming of the Romans down to the Renaissance and the Reformation under the Tudors. In this course especial attention will be given to the main points of political and constitutional history, stressing such subjects as the struggle of the Church against the State and of the Barons against the King under the Normans, the growth of the jury system, the courts and the parliament. (One-third unit.)

History 7 is a second term's work in English History in which the text is completed. A special study will be made of the political revolution under the Stuarts and the great reforms under the Hanoverians. Magna Charta, the Petition of Right, and the Bill of Rights, together with the Act of Settlement are treated as corner stones of England's constitutional edifice. Both courses of English History are intended to serve as a background for a better understanding of American history. (One-third unit.)

History 8 (Medieval)—It shall be the purpose of this term to give the student a survey of the period between the fall of Rome to the discovery of America. The idea of continuity of history is preserved

by consideration of the Generality of the Barbarian Migrations, the Church and Empire as rival institutions, Mohammedanism versus Christianity, Feudalism, the Crusades, the growth of towns, growth and consolidation of most of the nations of Europe, the Renaissance and the Reformation. (Two hours.)

History 9 (Modern)—A study will be made of the Religious Wars, with the resultant gains of Protestantism. The rise of England as a colonial power, the new scramble for colonial possessions at the end of the nineteenth century, world problems of various kinds, the growth of liberty through such landmarks as the Puritan Revolution, the American Revolution, the French Revolution, on down to and including the recent World War, are a few of the big topics of this term's work. (Two hours.)

ELECTIVES IN HISTORY

History 10—A term in the history of Kentucky of high school level. (One-third unit.)

History 11—This course is considered as a substitute for History 3 for teachers especially interested in the intermediate grades, third to sixth inclusive. It is a study of the content of the courses in history recommended for the intermediate grades by the Committee of Eight of the American Historical Association. (Two hours.)

History 12—A course considered as a substitute for History 3 for students who decide to specialize in the seventh and eighth grades. It is a study of American History to the adoption of the Constitution with particular reference to the primary and secondary sources that may profitably be used n supplementing the text in the upper grades. (Two hours.)

History 13—This is a term's work in current American History. It is an attempt to give the student a good knowledge of the last decade of American History as well as an idea of how to study it. The course will attempt to give the student a broader appreciation of the larger affairs of the world, leading citizens of our country and American leaders in World problems. (Two hours.)

History 14—This course will take up in an intensive way a special period of European History, as for example the Puritan Revolution under Cromwell, the French Revolution and Napoleonic Period, or the Era of Reforms in England, and study it in a detailed way. The main purpose of this course is to give the student an idea of the intensive study of history. Free use of the library will be made. The students will have a choice in the selection of the period to be studied and the class will be conducted somewhat on the socialized plan of recitation. (Two hours.)

History 15—This is a course tracing the progress of democracy. It is an attempt to trace the rise of nations of the world and to show what each nation has contributed to or detracted from popular government; a final attempt will be made to show that the recent World War was a war to decide the future of world liberty. (Two hours.)

History 16—This is a current course on the World War and the problems of reconstruction. In this course an intensive study of the causes, campaigns and results of the Great War will be made. The opportunity will be given to students to get a clear understanding of the main issues of the war and of the reconstruction now going on. It is a valuable course and should be of assistance to the student in getting hold of the broad problems of the world and of human life. (Two hours.)

NOTE—Other elective courses in History will be offered upon demand by agreement between the head of the department and the students.

History 17 (Rural Economics)—This is a course especially designed for students who are making a special study of rural education and the rural school. In this course will be shown the relations existing between the productive distribution and consummation of wealth on the one hand and the problem of the education of the country people on the other. A text book of the grade of Carver's Rural Economics will be used. (Two hours.)

History 18 (Rural Sociology)—The course in Rural Sociology like the course in Rural Economics is offered especially for the benefit of students who are making a special study of rural education, rural life and rural schools. A fairly careful study will be made of the rural social organizations in different parts of the United States and comparisons will be made with the organizations in some of the countries of Europe. (Two hours.)

Civics 1—This is a course in elementary civics covering the fundamental aspects of the subject as presented in the adopted text book in use in the Kentucky schools. This course is of common school level but will be presented in a stronger way than is usually done in the common school. The purpose of this course is to give teachers an advantage to review the subject and to prepare those who are not well enough prepared to take up the subject in Civics 2.

Civics 2—This is a course in advanced civics and is of high school level. As it is a method course it is not given off to students who have studied civics in the high school. While the course is spoken of as high school level, the method of presenting it will be a combination of the high school and college plans. The work is presented by outline, and some of the leading questions of government are studied. Consideration is given to the growth of our government, the framework of the Constitution, the three departments, with the interrelations, checks and balances; and several of the leading questions before the American people today are studied, in order to give the student of today—the voter of tomorrow—a vital interest in important civic affairs.

The State Government of Kentucky is studied, including the work of courts, juries and officers of municipalities, county and state. Sometimes the work is made real by the organization of courts, assemblies and legislatures in the class. (One-third unit.) (Two hours.)

Civics 3—This course will rank equal to a college course in Introductory Political Science. The purpose of the course will be to make a comparative study of the governments of the world, pointing out their relations and comparisons to the American Government, and noting their strength and their weakness. One purpose of this course will be to prepare the student to combat extremist views of government of all kinds, as, for example, Bolshevism. In all our History and Civics teaching, we try to proceed on the principle that we are dealing with citizens, and that an important aim is to help make better citizens. We mean to link class work closely with life. (Two hours.)

Civics 4—It will be the work of this course to try to bring the student face to face with his relation to society and his duties in carrying out the privileges of intelligent citizenship. The work will be centered on American and Kentucky citizenship of today. As will be seen, the course in Civics 4 is a continuation of Civics 3 in which the student goes more deeply into the problems presented in Civics 3. (Two hours.)

5. Department of Latin and Modern Languages.

Dr. Grinstead Dr. Bruner Mr. Caldwell

Miss Greenleaf

Ten terms of a foreign language are required for graduation; five in the Intermediate Course and five in the Advanced. The student is expected to confine his foreign language study for credit toward graduation to the language which he originally selects, and he is expected to select Latin, unless there is special reason to the contrary. Departures from these rules are permitted only by consent of the head of the department.

The ten terms of Latin comprise three years of high school Latin and one term of college Latin. In modern languages there are two years of high school work (Courses 1-8) and two terms of college work.

COURSES IN LATIN

I. First Year Latin (Latin 1, 2, 3)

Latin 1—The indicative system, the first three declensions, and the fundamental case uses, reading, inflection and word-formation drill, and the writing of Latin. (One-third unit.)

Latin 2—Adjectival, adverbial and pronominal forms and uses; infinitives; comparison. (One-third unit.)

Latin 3—The remainder of the first year work; subjunctive and participal constructions; the complex sentence; general preparation for Caesar, but with a special effort to secure such values in knowledge of the elementary English sentence structure and Latin-English etymology as will be of most use to the teacher in the elementary school, even tho he should not pursue Latin thru the four years of the high school.

The course in Latin 3 is semi-professional, in the pupils who have finished the high school course and may be called on to teach Latin are classified here; and special attention for their benefit is given to the problems of method in the teaching of first-year Latin. Consequently credit is not given in Latin 3 for work done in other schools, until the head of the department is satisfied in the individual case that the work is not needed, either as an aid for further Latin study or as a background for teacher training. (One-third unit.)

II. Second Year Latin (Latin 4, 5, 6)

Latin 4—The Helvetian War (Caesar B. G. I 1-29), or selections from Eutropius, Viri Romae and other literature, with inflection and composition drill. (One-third unit.)

Latin 5—The Belgian War (Caes. B. G. II), with inflection and composition drill. (One-third unit.)

Latin 6—Selections from B. G. I, and III-VII, and from Nepos, Ovid and other literature. Much rapid reading at sight is done, and the historical content is emphasized, with special attention to Caesar's problem of establishing and maintaining the Rhine as the frontier of civilization against the German barbarians. (One-third unit, or two hours.)

III. Third Year Latin

(Latin 7, 8, 9; given in alternate years with fourth year Latin; third year Latin being offered in 1920-21.)

Latin 7—The oration of Cicero for the Manilian Law, with special attention to the early life of Cicero, and to the place of Pompey in Roman History. Laboratory study as in Latin 11 may be introduced if the needs of the class require. (One-third unit or two hours.)

Latin 8—The Catilinarian conspiracy, as revealed in the Orations against Catiline, the Letters of Cicero, and Sallust's Catiline. The First and Third Orations are read entire, and the other material sketched at sight. Some composition based on the text is done. (One-third unit or two hours.)

Latin 9—The career of Cicero after his consulship, as seen in the Oration of Archias and other speeches, and in the letters. Special attention is paid to the personality of the man, and to his place in Roman letters and thought. (One-third unit or two hours.)

(For Latin 10, see below under College Courses.)

IV. Fourth Year Latin

(Latin 11, 12, 13; may be substituted for third year Latin; not given in 1920-21.) (One-third unit or two hours.)

Latin 11—Aeneid, I, with special attention to the metrical reading of Latin verse. Provision is made for regular supervised study of the classical element in modern life and language. (One-third unit or two hours.)

Latin 12—Aeneid II-III, with special attention to Greco-Roman mythology and art. (One-third unit or two hours.)

Latin 13—Aeneid IV, VI and selections from VII-XII, from the Eclogues and Georgics, and from other Latin poets; with special attention to Vergil's place in Roman literature, and to his conception of the religious and political mission of Rome. (One-third unit or two hours.)

V. College Course in Latin

Latin 10—An intensive study of the period which produced the authors read in high school: 70-27 B. C. Chronological outline, class lectures and discussions, translation from the sources to a limited extent and reference to standard authorities in English. The class work in Latin is based mainly on the correspondence of Cicero.

As an alternative content to the above, there is offered in certain terms the following course:

Ancient society: A course of lectures on the structure of society in the ancient Mediterranean lands, with special reference to the conditions prevailing in the first century B. C. The tribal organization of early Semitic, Greek and Celtic society is studied, followed by a sketch of the development of the city-state in Greece and Italy. The rise of imperial states is next traced, with an outline of their more important political, economic and religious problems, down to the development of the Roman principate under Augustus Caesar and its decay under the late emperors. The course concludes with a survey of the important social aspects of private life in the Greco-Roman world, and the notable religious ideas produced by ancient society.

Pupils seeking credit in this course must satisfy the instructor as to their preparation to digest the material of the course, and must present an acceptable written outline, term paper, or oral report of assigned outside reading, and pass a satisfactory examination on the

subject-matter of the lectures. Properly prepared pupils who do not seek credit may register for the course as visitors. (Two hours.)

Latin 14—A survey of the syntax of high school Latin, with special reference to the difficulties of the high school student. Daily exercises in prose composition. The material is chosen largely from current periodicals. (Two hours.)

Latin 15—The teaching of High School Latin. A strictly professional course of college grade; the material to be selected to meet the needs of the pupils, mainly from some one of the three following topics: (a) the psychology of high school Latin; (b) a review of the authors read in high school, with special attention to the problems confronting the teacher; (c) the equipment of the high school teacher in the matters of standard content, present day aims and methods, and available text books, reference works and materials. It is highly desirable that pupils entering this class should have had at least one previous reading course with the same instructor. (Two hours.)

Latin 16—A survey of the vocabulary of high school Latin, with special emphasis upon the formation of words, their ramifications of meaning, and their incorporation into the English language. (Two hours.)

Latin 17—Livy: The Hannibalic War, Books XXI-XXII. (Two hours.)

Latin 18—Horace: The Odes and Epodes. (Two hours.)

Latin 19—Ovid: Selections. (Two hours.)

Latin 20—Terence: Phormio. (Two hours.)

COURSES IN FRENCH

I. First Year French (French 1, 2, 3, 4)

French 1—Elements of grammar; pronunciation; conversation.

French 2—Elements of grammar; prounuciation; conversation; and rapid reading of easy prose. Chateaubriand's Les Aventures du Dernier Abencerage.

French 3—Elements of grammar; pronunciation; conversation; and reading of Feuillet's Le Roman du Jeune Homme Pauvre.

French 4—Advanced grammar; pronunciation; conversation; and reading of Racine's Esther.

II. Second Year French (French 5, 6, 7, 8)

French 5—Advanced grammar; pronunciation; conversation; and reading of Victor Hugo's Hernani and Racine's Athalie.

French 6—Advanced grammer; pronunciation; conversation; and reading of Corneille's Le Cid and Polyeucte.

French 7.—Pronunciation; conversation; composition; and reading of Racine's Iphigenie and Andromaque.

French 8—Pronunciation; conversation; composition; and Moliere's Les Precieuses Ridicules and Les Femmes Savantes.

III. College Courses in French

French 9—Pronunciation; conversation; composition; and reading of Moliere's L'Avare and Maupassant's short stories.

French 10—Reading of Victor Hugo's Les Miserables.

COURSES IN ITALIAN AND SPANISH

Courses in Italian and Spanish, parallel with the courses in French, will be offered on sufficient demand.

COURSES IN GERMAN

I. First Year German (German 1, 2, 3, 4)

The first year's work consists of the reading of easy texts, and conversational exercises based on these. Easy questions in German on the text read are used to drill students in the grammatical principles of the language. The ground covered in the first year includes noun declensions, adjective declensions, comparison of adjectives, pronoun declensions, conjunction of weak and strong verbs in five tenses of the indicative and three forms of the imperative active, the simple tenses of the modals, irregular weak verbs, the most common prepositions governing the dative, those governing the accusative, and those governing both the dative and the accusative; some study of conjunctions; and word-order.

German 1—Devoted chiefly to the acquisition of the vocabulary. About twenty-five pages in a very easy text are read.

German 2—More systematic study of grammar. About sixty-five pages are read.

German 3—A continuation of the text read in German 2. About fifty pages are read.

German 4—Completion and review of the grammar outlined for the first-year work. The reading becomes gradually more difficult. Complete stories are reproduced in German orally and in writing.

II. Second Year German (German 5, 6, 7, 8)

The beginning of the second year's work is used to review the grammar covered in the first year. Then some uses of the subjunctive, the passive voice, verbs requiring the dative, etc., are studied.

German 5—Immensee, and grammatical drills based on the text.

German 6—Stories and poems selected from German literature, with appropriate grammatical study.

German 7—Continuation of the text used in German 6.

German 8—Continuation of the text used in German 6 and 7.

III. College Courses in German

In addition to the two-year high school course described above, the department will offer, on sufficient demand, additional courses of college grade, either academic in content, or special teachers' courses.

Note.—Classes of high school level are given a credit each of one-third unit; those of college level a credit of two hours each.

6. Department of Mathematics.

Mr. Caldwell **Mr. Boothe**

Our first aim in this department will be to give every student completing any subject a mastery of all the principles involved. To accomplish this, a representative portion of every phase of the various subjects will be considered. Our second aim will be to give careful training in the best methods of teaching. To accomplish this, all board and tablet work must be models of neatness, showing logical arrangement. Our special aim will be to train the student in habits of orderly thinking. To accomplish this, we shall take special care that all thoughts be expressed in clear statements without superfluous words or useless repetitions.

As arithmetic is the one branch of Mathematics that most of our students will be expected to teach, we must make careful demands on all in our classification. Very few on entering will receive credit in either Arith. II or Arith. III.

Arithmetic 1—The state-adopted text will be used in this course. The subjects usually treated before percentage will be considered as basic wrk together with an occasional investigation of the principles of percentage and its application. Any student knowing arithmetic is his difficult subject should start with Arithmetic 1.

Arithmetic 2—The subjects considered in the course will be primarily percentage and applications involution, evolution and mensuration; there will also be a review of the important principles of Arithmetic 1. (One-third unit.)

Arithmetic 2 (Special 1)—In this class mental analysis of problems will be order of the hour. Pupils will be trained in the solution of problems according to the once popular methods of the former "Intellectual Arithmetics." (One-third unit.)

Arithmetic 2 (Special 2)—Devoted to a study of rural life problems. (One-third unit.)

Arithmetic 3—The primary aim will be method. To secure a passing grade, the student must use care in oral expression and written work. Occasional lesson plans will be developed. Arithmetic III will comprehend mastery of principle rather than text and shall not question whether problems should be practical, vocational or otherwise. (One-third unit or two hours.)

Arithmetic 3 (Special 1)—Methods of rapid calculation and abbreviated forms of solutions will be presented. Business Arithmetic will receive special attention. (One-third unit.)

Algebra 1—Simple addition, subtraction, multiplication, division; problems involving the parenthesis and substitution; abstract integral simple equations with one unknown; concrete problems developing the simple integral equation and factoring with its applications. (One-third unit.)

Algebra 2—Review of factoring; fractions, simple fractional equations with one unknown, simultaneous equations with two or more unknowns, involution and evolution. Graphs and concrete analysis problems will receive special attention. (One-third unit.)

Algebra 3—Theory of Exponents, Radicals, Quadratic Equations and General Review of principles of Algebra I and Algebra II. (One-third unit.)

It will be our aim in the comparatively short time devoted to Geometry to train the student in representative portions of all problems and theorems found in the average text; so that anyone completing our course may be able to teach the subject with success. However, to all prospective teachers of Geometry, we recommend the election of Geometry IV. This course will be offered not only for teachers but also for any others who for any reason may wish additional thoroughness.

Geometry 1—This course will include, besides a careful introduction to the subject, the simple problems and theorems connected with perpendicular and parallel lines, Triangles, Quadrilaterals, Polygons, the Circle and Loci. In this course much care will be used that the student be able from given premises to grasp new ideas and defend each by the proper law. Many original problems will be assigned. (One-third unit.)

Geometry 2—Theorems and problems connected with Ratio and Proportion, similar figures, Areas of Polygons in general; theorems

and problems concerning the Regular Polygon. There will be much original work in this course. (One-third unit.)

Geometry 3—This course will embrace a representative portion of the various theorems and problems found in the average text in Solid Geometry. (One-third unit.)

Trigonometry 1—This course will include the essential work of plane Trigonometry and will form an excellent basis for surveying. (One-third unit.)

EXTRA MATHEMATICS

Algebra IV—College Algebra. (Two hours.)

Algebra V—College Algebra. (Two hours.)

Geometry IV—A course intended for prospective teachers. It will emphasize Method, giving special attention to original problems and theorems. It will include also the more difficult portions of the model demonstrations of the text, especially those dealing with indirect proof and method of limits. (Two and one-half hours.)

Trigonometry II—Spherical trigonometry. (Two and one-half hours.)

Analytical Geometry I—Class organized on sufficient demand. (Two hours.)

Analythical Geometry II—Class organized on sufficient demand (Two hours.)

7. Department of Science.

Mr. Smith **Mr. Cox** **Mrs. Deane**

With the progress of civilization Science becomes of greater importance. The chemistry and the physics of the home, the farm, and the factory are of very great importance today. Botany and biology through a more careful study of the fundamental principles of plant improvement and growth are materially aiding in the production of the world's supply of food. Physiology and hygiene have become of vast importance in preserving the health of the nation and in preventing enormous loss of life from tuberculosis and typhoid fever. Nature study seeks to know the best in nature to the end of doing those things that make life most worth living. As a nation we are losing our appreciation of nature because of our commercialism. Nature study serves to keep alive this little spark of love which was planted in us by a Divine Being and which brings us to a closer appreciation of the things about us. The geography of the world, of commerce, and of industry is very essential to the continued happiness and prosperity of our people.

Physiology 1—This term's work will consist of Elementary Physiology and will include Hygiene, Sanitation, First Aid and Surgical Dressing. Much attention will be given to the study of preventable diseases and the conditions that will bring about their control.

Instruction and drill will be given in First Aid and Surgical Dressing with a view to making them as practical as possible. A number of experiments and tests will be made by the pupil and a carefully prepared notebook will be required.

Physiology 2—This will be a heavy term's work and will require some previous study in physiology to enter the class. A careful study of the anatomy, physiology and hygiene of the human body will be

made. Many experiments will be performed and tests made. A large number of microscope slides will be used in the study of the tissues, organs and parts of the body. Some work in comparative anatomy will be done on the cat, rabbit and the frog. A carefully prepared notebook must be made by each pupil. School and personal hygiene will also receive careful attention. (One-third unit.) (Two hours.)

Nature Study (Special 1)—A study of environmental material that will illustrate the type of work to be undertaken in the intermediate grades. While the instruction will be specific, it will supply the student with principles that will guide her in selecting and using environmental material wherever she may be located. One laboratory period will be given each week to field trips. (One-third unit.) (Two hours.)

Nature Study—In order that we may study nature at first hand, much time will be spent in the field. Some of the most interesting features of the work will be early morning bird study, strolls over the campus, excursions to Richmond lake, Peyton cave, Boonesboro, Cowbell Hollow, Pilot Knob, East Pinnacle, and other places of interest. We have a properly equipped room in which we use hundreds of lantern slides for the illustration of lectures and for class-room demonstration. Our slides are of the finest quality and cover a large range of subjects in nature. Special attention will be given to the study of trees, birds, flowers, fruits and insects. A collection of fifty insects and one hundred flowers, plants and leaves will be made by each pupil. Each specimen must be pressed, mounted and labeled. (One-third unit. (Two hours.)

Botany 1—This term's work will include a study of Morphology, Physiological Botany, Ecology, and Systematic Botany. The text will be supplemented by experiments, tests, drawings and descriptions of the various parts of the plant and its fruit. Several field excursions will be planned and each pupil will be expected to collect, analyze, press and mount fifty flowers representing at least twenty-five families. Special attention will also be given to fertilization, pollination. and the production of fruit. (One-third unit.)

Botany 2—This term's work will be confined largely to the study of cryptograms. The mosses, lichens, liverworts, horsetails, algae, ferns and fungi will be carefully studied. Poisonous and medicinal plants, plant diseases and sectioning will also receive considerable attention. Each pupil will be expected to make a small collection of permanent microscope slides. A carefully prepared notebook will be required of each pupil. (One-third unit.)

Geography 1, the Earth as a Globe—This course is designed especially for a review of the principles of geography, dealing largely with the following topics: Form, size, motions, latitude, longitude, seasons, zones, etc.

The second half of the term is given to a regional and detailed study of the North American continent. Such facts as will give an all round knowledge of the continent are taught—topics: political divisions, coast lines, topography, climate, resources, development of its cities and industries and distribution of inhabitants.

Geography 2—Study of the Continents—This course is a continuation of the study of the continents.

Europe is taught as a basal continent, and the individual country as the basis, because the political boundary lines make the nation the natural unit for study.

Second half term deals with the important features and facts of Asia, Africa and Australia. In this course emphasis is placed upon

the methods of preparation and presentation. (One-third unit or two hours.)

Geography 2 (Special 1)—A course covering the phases of geography that are important in the intermediate grade program. One laboratory period a week is given to a study of environmental material. (Two hours.)

Geography 2 (Special 2)—General Geography with the emphasis upon the subjects taught in the seventh and eighth grades, illustrating the teaching of geography as a science. One laboratory period each week will be given to laboratory exercises or to field trips. (Two hours.)

Geography 3 (Physical Geography 1)—An introductory course supplemented by reading illustrated lectures, and some laboratory work. (One-third unit.)

The topics discussed are: erosion, deposition, flood planes, atmosphere, currents, winds, relief forms, rainfall, climate, etc.

The equipment is new and modern, consisting of a stereoptican and stereoscopes, with pictures beautiful and incomparably useful, illustrating things which are beyond the range of immediate study; globes, the newest maps, and a reference collection of minerals, rocks and fossils.

An important and attractive number of new authoritative geographical books have just been added to the library.

Geography 4 (Economic Geography)—A course placing the emphasis on the principles of commerce—concentration of industries, transportation, government, and governmental activities in the commercial world. It is a study of the "world at work." A text is used as a guide in sorting the material and presenting the laws controlling commercial transactions; but the securing of data from government bulletins and reports, magazines, clippings, etc., relating to the "New Era" and the live questions is daily practiced. (Two hours.)

Geography 5 (Method in Geography)—This course includes a study of methods; the teacher's preparation of knowledge of books, maps, illustrative materials and their uses; suggested lines of improvment in Geography teaching, or the pedagogy of the subject.

Text—Sutherland's "The Teaching of Geography." (Two hours.)

Geography 6 (Advanced Physiography or Geology)—Elective—This course is a continuation of Physiography 1 along more advanced lines. The work is given in greater detail, and emphasis is placed upon man's geographical environment and his conscious reaction upon the same. It is recommended for teachers who are preparing for work in high schools. (Two hours.)

Geography 7 (Latin America)—This is a study of the position, topography, climate, natural resources, the Latin American markets, railway expansion, etc.

Text used as a basis for the work, supplemented by the use of "The Bulletin of the Pan-American Union," published in Washington, D. C. This bulletin discusses the promotion of financial and commercial relations between the United States and Latin America, and is therefore valuable as being the most up-to-date material available. (Two hours.)

Geology—A study of events occurring during the successive periods in the earth's history. The subjects, therefore, are:

I. The kinds of rocks.
II. Geological causes and their effects.
III. What the rocks tell of history. (Two hours.)

Physics 1—This term's work will include a study of the properties of matter, mechanics of solids, liquids and gases. Each pupil will perform thirty-six experiments and keep careful notes. A great effort will be made to make the subjects as practical as possible. A visit to the gas plant and flour mill will be made. (One-third unit.)

Physics 2—This term's work will include a study of the nature, laws and phenomena of electricity, magnetism, sound and light. A trip will be made to our own electric plant, the electric planing mill, the printing press, and to other places where electric power is used. Each pupil will be required to perform 36 experiments and keep careful notes. (One-third unit.)

Chemistry 1—This term's work will consist of a study of the nonmetallic elements, with their combinations, reactions and the laws governing such chemical unions. Thirty-six experiments will be performed by each pupil and careful notes kept. (One-third unit.)

Chemistry 2—The second term's work will include a study of the metallic elements, with their combinations, reactions and the laws governing them. We also include in this term's work the chemistry of the orchard, milk and its care, human and animal foods, plant production, fertilizers, soil, clothing and paints. Each pupil will be expected to perform 36 experiments and make a carefully prepared notebook. (One-third unit.)

College Physics 1—This term's work will include a careful study of matter, energy, physical measurements, kinematics, dynamics and mechanics of fluids. The laboratory work will consist of 36 experiments with carefully prepared notes. (Two hours.)

College Physics 2—This term's work will include a careful study of sound and heat with their applications to our various needs. Laboratory work will consist of 30 experiments with careful notes. (Two hours.)

College Physics 3—This term's work will consist of the study of light with its application and the instruments used in adapting it to our needs. Laboratory work will consist of 30 experiments with careful notes. (Two and one-half hours.)

College Physics 4—This term's work will include a study of magnetism and electricity with a careful study of the various instruments used in applying them to the needs of our modern civilization. Laboratory work will consist of 36 experiments with careful notes. Text for these college courses will be Carhart's New College Physics. (Two and one-half hours.)

College Chemistry 1—This term's work will include the qualitative analysis of 10 known simple solutions and 20 unknown simple solutions. The reactions involved in these solutions must be written up and careful notes kept. (Two and one-half hours.)

College Chemistry 2—This term's work will consist of the qualitative analysis of 20 unknown compound solutions and 10 unknown compound solids. The reactions involved must be carefully written out and full notes kept. (Two and one-half hours.)

College Chemistry 3—This term's work will be largely synthetic, and will include the preparation of several reagents used in regular laboratory work, the preparation of tinctures, the reduction of refrectory solids to solutions and the forming and testing of alloys and amalgams. Careful notes shall be kept. (Two and one-half hours.)

College Chemistry 4—This term's work shall be devoted to the study of the organic compounds of the hydrocarbon series. Laboratory work will consist of both analysis and synthesis among these compounds. (Two and one-half hours.)

College Chemistry 5—This term's work will consist of the quantative analysis of several compounds and a careful study of the principles that underlie such analysis. Careful notes will be taken and a note book will be prepared. (Two and one-half hours.)

College Chemistry 6—This term's work will consist of the qualitative analysis of several of the more complex compounds and careful study of the rules and principles that underlie their successful determination. A note book will be carefully prepared. (Two and one-half hours.)

Biology 1—Designed primarily as a basis for the courses in psychology and sociology as well as for the courses in physiology, nature study, agriculture, etc. The emphasis is upon the broader principles of growth and development with especial attention to the theory of evolution and the law of heredity. A laboratory period (two class hours) each week will be devoted to simple laboratory exercises or to field trips and the study of environmental material. The latter part of the course will be devoted to a study of the nervous system. (One-third unit or two hours.)

II. SPECIAL DEPARTMENTS.

1. Art.
2. Expression.
3. Home Economics.
4. Industrial Arts.
5. Music.
6. Physical Education.
7. Commerce.

1. Art Department.

Miss Gibson **Mr. Boothe**

DRAWING

Drawing 1—This covers the work of the first, second, third and fourth grades for one year and includes the following:

1. Construction work—paper cutting and folding.
2. Color work in crayon, water colors and pencil.
3. Mother Goose rhymes illustrated.
4. Original drawings of games, etc.
5. Correlation of drawing and language work.
6. Perspective drawing.

Drawing 2—Work covered in fifth, sixth, seventh and eighth grades, as follows:

1. Principles of perspective.
2. Conventional designing.
3. Original designs for book covers, wall paper, etc.
4. Drawing from still life.
5. Study of birds and flowers.
6. Illustrative of some familiar poem.
7. Constructive design.

Drawing 3—Advanced—1. Copy work from good pictures.

2. Special designing for decoration of china.
3. Pen and ink work.
4. The study of the human figure and pose drawings.
5. Sketching from nature.

Drawing 4—Method—In this class we learn to teach drawing after having taken the required three terms' work. This includes the following:

1. Making monthly outlines.
2. Making lesson plans.
3. Class criticism and suggestions.
4. Student teaching before class of fellow students.
5. Story telling and illustrating.
6. Picture study—from the old masters.
7. Mounting and preparing specimens of work for exhibition and school room decoration.

Thoughout all four terms artists and their work are discussed one period each week.

Drawing 5—Industrial Drawing, Decorative Designing, Printing in Blocks, Lettering.

Drawing 6—Interior decoration of houses. This work is made practical, to be applied in homes kept up by a modest income.

Designing of costumes for women and children.

Drawing 7—Painting in Oils; Pastel Painting; Art History.

Drawing 8—China Painting; Pottery Designing; Modeling in Clay; Art History.

At least two terms of drawing are required before students can enter drawing 4, 5, 6, 7 or 8.

PENMANSHIP

Penmanship 1 and 2—Penmanship will be offered in two terms. Penmanship 1 and Penmanship 2. The Simplified Zanerian System is taught. Much stress is placed upon a free, easy, rapid, arm-movement, coupled with a simple, distinct form of writing. Much attention is given to Method in Penmanship. There is a growing interest in this subject, and many skillful teachers are being sent out.

Penmanship 3 and 4—Penmanship 3 and 4 will be offered for any who desire to pursue this subject farther. This is principally Ornamental Penmanship. A splendid opportunity is offered along this line for those who want to specialize in this subject. A diploma in this course is a recommendaton as a teacher of Penmanship. In addition to this, a Course in Lettering will be offered.

Each course in this department has a credit value of one-sixth unit.

2. Department of Expression.

Miss Miller

EXPRESSION I

Voice (Technical)—Basic principles of right vocal habits, correct breathing, articulation, tone production, resonance, radiation, freedom and control, pronunciation.

Gesture (Scientific Study)—Physical exercises in preparation for spontaneous gesture and coordination of mind and muscles; poise freedom and harmonious movement.

Development of Expression—Literary analysis and drill upon wide range of selections for individual results. To promote natural growth in animation, creative power and atmosphere, through the stimulation of sympathy and understanding.

Shakespeare—"The Merchant of Venice." Reading of text and character study.

Recital—Platform recitation for criticism and guidance. Drill on selections of individual choice to be presented before the school. (One-third unit.)

EXPRESSION II

Voice (Technical)—Force, stress, pitch, climax, rate, pause and inflection.

Gesture (Scientific Study)—Exercises for grace; facial expression, pantomime.

Story Telling—To aid growth in expressive power; individual training in the art of telling the story.

Shakespeare—"Romeo and Juliet." Reading of text and dramatic study. Presentation of scenes for criticism.

Recital—Special study for public reading of poetry and prose; humor and pathos. (One-third unit.)

EXPRESSION III

Voice (Expressive)—Relation of voice to imagination and emotion; as an interpreter of mental states. Melody, inflection and quality.

Gesture (As an Art)—In relation to forms of literature and dramatic significance in oral interpretation. The effect of emotion upon gesture.

Story Telling—Selection and adaptation of material for the grades. Opportunities for practice in Story Telling.

Shakespeare—"Hamlet." Reading of the text and character study.

Recital—Special study for public presentation of dramatic, musical and dialect reading. Arrangement of programs. (Two hours.)

EXPRESSION IV

Methods—Teaching Expression

Practice Teaching—Observation. Practical class work by the student under direction of instructor. Criticism.

Interpretation—Expressive study of description, narration and poetry. Drill on advanced ideas of expression.

Theory of Amateur

Stage Production—Intelligent selection and coaching of plays. Dramatic games as an introduction to Juvenile Dramatics. How to produce children's plays. Scenery, lighting, costume and make-up.

Recital—Abridgment, adaptation and preparation of selections for public reading. (Two hours.)

EXPRESSION V

Practice Teaching—Selected classes from grade and high school. Private recital pupils of Expression I.

The Drama—The development of the drama. Chief contemporary dramatists. Modern plays.

Dramatic Art—Preparation of plays for public presentation.

Dramatics—Rehearsal of plays for public presentation.

Recital—Writing of introductions. Planning repertoire. Preparation and presentation of scenes from plays, in which two or three characters hold the stage. (Two hours.)

3. Department of Home Economics.

Miss Sullivan **Miss Rice**

Home Economics 1—A course in elementary food and clothing designed to acquaint the prospective teachers with these subjects and to prepare them to teach them in the elementary schools. The principles involved in cooking, in the selction of foods, and in planning and preparing meals will be taught. In clothing, the fundamental stitches and their application to undergarments will be taught. A course required of students who are taking the Elementary Certificate Course. (One-third unit.)

Home Economics 2—This course is a continuance of Home Economics 1. In foods emphasis is placed more on the scientific principles involved in food selection and preparation. In clothing emphasis is placed on elementary dressmaking. We undertake to teach the students what to teach and how to teach it. A course required of students who are taking the Intermediate Certificate Course. (One-third unit.)

Home Economics 3—Home Economics Problems. A study of the functions of Home Economics in the elementary and secondary schols and their bearing on the course of study. Methods of teaching and planning of course of study. Students are given laboratory practice in foods, emphasizing the influence of various conditions upon the diet, and the relation of food to health.

Prerequisites, Home Economics 1 and 2. Required of students who are in advanced Certificate Course and of students in fourth term of the Junior College Course in Home Economics.

Recitation 2 hours; laboratory 4 hours. (Two hours.)

SPECIAL ELECTIVES FOR "COURSE B"

Home Economics 4—Institution Cooking. A study of the problems involved in large quantity cooking; efficiency of different methods of serving; use of modern equipment. The organization of the school lunch room. Laboratory practice in the school cafeteria. Prerequisites, H. E. 1, H. E. 2 and H. E. 3. Recitation two hours; laboratory six hours (One-third unit.)

Home Economics 5—Dressmaking The entire time of the class will be devoted to the art of sewing for the purpose of establishing both theory and practice. A study of drafting, cutting and making simple garments. A comparative study of ready-to-wear versus made-at-home clothing will be made. Fabrics will be studied to an extent to lead to more judicious buying. Two recitation hours and four laboratory hours per week. (One-third unit.)

Home Economics 6—Home Management. A study of the evolution of the modern home, and the basic principles of home management. Marketing, family budgets, systematizing work of the household and putting it on a professional basis will be the themes of study. (One-third unit.)

Home Economics 7—Child Welfare—Study of problems involved in infant feeding and childhood; school lunches; clothing for children. Two recitation hours per week; four laboratory hours. (One-third unit.)

Home Sanitation—This subject deals with healthfulness of location, drainage and surroundings of a dwelling; heating; necessity of proper amount of sunlight; ventilation; smoke, dust and dirt; overcrowding; drinking water; disposal of household waste; care of food; preventable diseases.

Broadburst's "Home and Community Hygiene."

Four recitation hours per week. (Two hours.)

Elementary Clothing—Hand and machine sewing, drafting of patterns, cutting and making of simple garments. Study of cost, suitability and durability of materials and trimmings.

Baldt's "Clothing for Women."

One recitation hour; four laboratory hours per week.

Prerequisite, Art and Design, Home Sanitation.

(One and one-half hours.)

Elementary Clothing—A continuation of course. One recitation hour; four laboratory hours per week. (One and one-half hours.)

Home Problems—(See H. E. 3.) Recitation, two hours; laboratory four hours per week. (Two hours.)

Textiles—Study of fabrics, names, characteristics, manufacture, weaves, widths, prices and adulterations. Woolman and McGowan's "Textiles."

Prerequisite: Sophomore standing. Two recitation hours; four laboratory hours per week. (Two hours.)

Dressmaking—A continuance of Elementary Clothing. Use of dress forms, cutting, fitting and making of dresses. Fale's "Dressmaking." Prerequisite, Art and Design. Textiles. Recitations two hours; laboratory six hours. (Two and one-half hours.)

Foods—A study of foods, principles regarding their preparation. purposes in cooking, composition, changes effected by heat, cold and

fermentation. Cost in relation to nutritive value of foods, sources of food and influences of same upon cost. Sherman's "Food Products." Prerequisite, Physiology, Physics and Chemistry. Botany a parallel course. Recitation three hours; laboratory six hours. (Three hours.)

Foods—A continuance of course. Three recitation hours; six hours laboratory. (Three hours.)

4. Industrial Arts Department.

MANUAL TRAINING AND HANDWORK

Mr. Deniston **Mr. Carter** **Mrs. Hume**

The work in manual training is arranged, first, to aid those who must for some time to come teach both industrial art subjects and academic subjects in the grades or high schools of the state; second, to provide thorough preparation for students who desire to become special teachers, directors and supervisors of industrial art subjects; third, to furnish courses for students who desire to enrich the traditional lines of liberal study.

The required courses are planned for the first class, and for the second and third classes subjects are offered for individual election.

The demand for competent teachers of the industrial arts exceeds the total supply of such teachers from all sources. In many localities teachers are sought who can teach both the manual training work and the common branches, and better salaries are offered for this class of teachers than for teachers who can teach the common branches only.

Students doing their major work in this department should begin shop work and mechanical drawing at the same time. For 1920-21 the department offers the courses described below.

Manual Training 1—A course in elementary bench work involving problems which may be worked out in the fifth, sixth and seventh grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. (One-third unit.) Required for the Elementary Certificate.

Manual Training 2—This course is a continuation of Manual Training 1, and includes teaching problems suitable for the eighth grade and first grade of high school. Required for the Intermediate Certificate. Prerequisite, Manual Training 1. (One-third unit.)

Manual Training 3—Elementary Mechanical Drawing. This course includes the making of a set of drawings in pencil. A time limit is set upon each drawing suitable for the average student. Practical, time saving movements are explained and demonstrated. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, and profection. The organization of a course in mechanical drawing is explained and demonstrated. Freehand sketches of problems are given to the student to make working drawings. Required for Advanced Certificate. (Two hours.)

Manual Training 4—High School problems taking up third and fourth year work involving a correlation of applied design with practical shop work. Required for the Advanced Certificate. Prerequisite, Manual Training 1, 2 and 3. (Two hours.)

Manual Training 5—Mechanical Drawing—An elementary course in mechanical drawing covering the care and use of drawing instruments, lettering, orthographic projection, revolution, sections, intersections, working drawings, development of surfaces, isometric and

cabinet projection as applied in drawing of joinery and carpentry, practical application of drawings in shop work, tracing and blue printing, planning of courses of study for upper grammar grades and first year of high school. (Two hours.)

Manual Training 6—Machine Drawing—A more advanced course dealing with machine drawing, considered with special reference to the needs of high school work. It includes the development of various curves, helix and application in V and square threads, conventional thread, bolt and nut, making freehand sketches of machine parts, detailed drawings of machine parts; assembled drawings, tracings and blue prints. (Two hours.)

Manual Training 7—Carpentry—This course covers the fundamental principles involved in the construction of wood frame building. The work includes lectures and discussions on the method of staking out, excavating, materials and their prices, different kinds of construction, and building regulations. It includes practical work in making full size details of frame building, various uses of the steel square in framing, especially the various cuts of rafters. The course includes both inside and outside finish. (Two hours.)

Manual Training 8—Wood Turning—This course deals with various methods in turning in hard and soft wood; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used, as well as lectures on the history of turning and the lathe. Speed for different types of stock, the various materials used in turning, turning as a trade, management, organization, and the teaching of wood turning are also included. Attention is given to planning courses of study, equipment, materials, buying and installation. The latter part of this course is devoted to design and making of products suitable to the decoration of cabinet work. (Two hours.)

Manual Training 9—Concrete Construction—A study of the fundamental principles involved in concrete construction as related to building, farm and the home. Materials and mixtures, care and use of tools and equipment, practical work in constructing forms and mould, projects involving pouring and finishing, plain concrete construction, such as fence post, farm utilities, sidewalk, curbs, building blocks, walls, steps, silos, cisterns, troughs etc. Lectures on various uses of cement composition, sources of materials and history. (Two hours.)

Manual Training 10—Mill Work—This course aims to give instruction in the operating and care of wood working machinery as a preparation for teachers who have occasion to use machines in getting out stock and for the added purpose of giving an insight into this field of work which will serve to enlarge the teacher's knowledge with reference to the production of articles in wood through the use of machines. The practical work includes cutting of stock for other courses and stock for construction in mill work problems according to the practical demands of the school. (Two hours.)

11. Elementary Cabinet Making—The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction upon details of construction, gluing, scraping, sanding, finishing, upholstering, and costs of materials. Prerequisite, Elementary Mechanical Drawing and Manual Training 1 and 2. (Two hours.)

12. Advanced Cabinet Making and Mill Work—This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery, and in methods of preventing accidents in operating. Work is required in the upkeep and care of tools and machinery. The practical work consists of: making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisite, Intermediate Drawing and Intermediate Cabinet Making (Two hours.)

13. Wood Turning—After getting a brief acquaintance with the problems of elementary wood turning, students may elect the advanced work and master some of the details of more difficult wood turning. Such work may cover: turning between centers, fact plate, chuck work, fitting problems, built up work, table leg and pedestal turning. Prerequisite, Manual Training 1 and 3. (Two hours.)

14. Forge Practice—The work in the course consists of practical applications of the following operations: drawing, bending, twisting, splitting, fullering, upsetting, punching, riveting, and welding. Instruction is given in the rudiments of case hardening and tempering of tool steel. Instruction is given in the history of the trade, selection of forge shop equipment, forge fuels, care of fire and brief instruction in the manufacture and identification of metals used. This course is for beginners or students having little experience in forge work. Prerequisite, Manual Training 3. (Two hours.)

15. Farm Mechanics—A course involving work in wood, metal and concrete, and includes the making of such projects in wood, as work bench, wagon jack, single tree, evener, poultry appliances, and concrete forms; in concrete one or two problems in plain and reinforced construction; in forgery, a series of projects adapted to farm use. A study is made of farm implements and repair of same. A drainage project will be worked out in full. Students of agriculture and those teaching in rural and county high schools will find this a profitable course. No prerequisites. (Two hours.)

16. Intermediate Mechanical Drawing—This course is organized for teachers of mechanical drawing and persons who have had some practical experience in drafting. The purpose of this course is to prepare teachers of mechanical drawing to handle the subject in the public schools. Special emphasis is placed on the necessity for careful preparation on the part of the teacher; proper methods of presenting material, and the planning of courses of study. Considerable time is given to lectures and student demonstrations. The class makes a series of drawings selected from different phases of mechanical drawing, perpective drawing and practical representation. The problems are demonstrated from the professional standpoint. Prerequisite, Elementary Mechanical Drawing. (Two hours.)

17. Advanced Mechanical Drawing—In this course it is the aim to make the scope suit; that the needs of the student be met, by allowing him to select either machine drawing or architectural drawing. The machine drawing covers work in free-hand sketches of machine details from models, details and assembly drawings, conventions and machine parts, covers gearing and a study of drafting room practice. The architectural drawing covers work in conventions, typical details and a plan for a small bungalow. Prerequisite, Elementary Mechanical Drawing. (Two hours.)

HANDWORK

Handwork 1—Tools—Scissors, needles, looms.

Material—Paper, raffia, cardboard, cotton, native products.

Uses—To teach accuracy, originality, systemtic use of the fingers, self-expression, spacing, designing, study of textiles.

Preparatory Course to Vocational Training—Paper Folding.

Tools—Scissors.

Material—Paper and paste.

Use—Accuracy, neatness, originality, spacing, color study, personal touch and self-expression.

Objects—Ships, boats and boxes.

Paper interlacing and weaving—colors, designing, spacing, tracing and line, animal cutting, arranging for school decoration and study.

Construction Work—Tools—Scissors and ruler.

Material—Cardboard, wallpaper and paste.

Uses—Boxes for collars, desk sets, boxes for pens, pencils, etc.

Shape—Square, oblong, triangle—study of the ruler, dimensions, spacing, accuracy, design.

Cross Stitch—Tools—Needles and scissors.

Material—Floss, Java canvas.

Use—Simple sewing, bags, coffee-pot holders, mats, study of textiles, use of fingers and color combinations.

Raffia Winding—Tools—Needles, scissors.

Material—Raffia, pasteboard.

Use—Frames for pictures, needle books, mat holders.

Finger exercises, training fingers and brains to work in harmony. (One-sixth unit.)

Handwork 2—This course is intended for more advanced grades. It is to give more advanced work in the different subjects taught in the primary work. In this subject we give the teachers an opportunity of instructing the work in the grades. The use of more complicated patterns for mats for tables, caps, bags, etc.

Knitting—Sweaters, scarfs, caps and advanced work in the same.

Crocheting—Quilt designing.

Use—To teach the children love for home decoration, beauty and refinement, use of fingers and color combination, etc.

Stencil Cutting—Tools—Design, brush, knife.

Material—Paper colors.

Use—Covers for simple booklets, blotter covers, decorations for construction work, eye, brain and finger training.

Weaving—Tools—Large and small needles, frames, etc.

Material—Cotton, wool and silk.

Use—Study of fabric, simple stitch of same color combination design.

Primary Knitting—Combination of colors, designing.

Raffia Construction—Material—Raffia, colored and white.

Use—Knotting, tieing, branding, knitting, bags for knitting, sewing bags, mats etc.

Bakets—Tools—Awls, cutters, pliers.

Material—Reed, native products, viz., willow, honey suckle, etc. (One-sixth unit.)

Use—Scrap baskets, sewing baskets, flowers, fruits. To train the eye, hand and brain to work in harmony. The use of the native material and the love of the beautiful.

5. Department of Music.

Dr. S. S. Myers, Director **Miss Telford, Piano**

Miss Million, Violin

Of all subjects introduced into the public schools during the last half century, music is conceded to be one of the most valuable in moral, social and ethical training. It appeals to the best that is in the child and is a powerful element in training for good citizenship.

The music department of Eastern Kentucky State Normal School aims to provide a course of training, not only in the subject itself, but also in the art of teaching and correlating it with the other work of the school room.

REQUIRED COURSES

Music 1—In order to teach any subject the teacher must first know that subject and possess a working knowledge of it. Music 1 provides a course of training in the first principles of singing, including voice and ear training, the scale, the staff, signs and characters of notation, tone lengths, note values and rhythmic forms. The ultimate aim is to train the student to sing intelligently, to read plain music at sight, and to appreciate the best there is in music. (One-sixth unit.)

Music 2—Any student having satisfactorily completed Music 1, or having satisfied the director of music that he or she has had previous training equivalent to the same, may enter Music 2, which deals with method as applied to teaching music in the primary grades, including the psychology of the subject as related to that of the child and to school and community life. (One-sixth unit.)

Music 3—The work done in this class relates to the theoretical and scientific side of music, embracing scale and key structure, key relationship, modulation, digression, melodic and harmonic forms and major and minor modes. It also includes an outline of method covering the work of the upper grades. (One-third unit.)

Music 4, 5, 6 and 7—For the advanced work in the Music Supervisor's Course, four terms in Melodic structure, and analysis, harmony and composition will be offered. Persons to whom we recommend this course, and who complete these special "credits" will be competent to teach public school music.

Normal Choral Society—It is also the aim of the Music Department to maintain a musical atmosphere in the school through the work of the mixed chorus, glee clubs and orchestra, giving a Music Festival annually, in May. In this festival all these organizations take part, assisted by the best solo artists that can be procured from outside. Thus the students gain a musical experience which broadens their view, creates a taste for the highest and best in music and enables them to take something worth while back to their home, school and community. All students in the Music Department are required to take the chorus work, unless for good and sufficient reason they are excused by the Director or the President of the institution.

Glee Clubs—The men's glee club and the ladies' glee club are purely volunteer organizations, the members being selected with a view to securing only the best voices. These clubs are expected to sing at public functions and other special occasions when desired. Students desiring to avail themselves of membership should apply to the Director of Music.

Orchestra—Students who possess any string, reed, wood-wind or brass-wind instrument, and understand its technic, should bring their instruments with them and be admitted to the orchestra.

PIANOFORTE

Miss Brown E. Telford

Elementary—Special attention is given to the fundamental principles of piano technic, finger exercises and scales, rhythmic control, notation and sight-reading. Practical exercises, sonatinas, and pieces suited to the individual student.

Intermediate—All forms of technical exercises, scales, chords, drills, arpeggios, double thirds and octaves, care being given to tone production, phrasing, the use of the pedal and sight reading. Studies by Czerny, Clementi and others, with pieces by Mozart, Haydn, Bach and Beethoven.

Advanced—Technical work continued with increased velocity, accent, accent scales, double thirds and sixths. Special attention is given to muscular and good nerve control when playing with the weight of the arm.

Studies by Clementi, Chopin and Liszt, and pieces by Bach, Chopin, Schuman, Schubert, Greig, MacDowell, including concertos by Mozart, Hummel, Mendelssohn and others. History of music, accompanying and ensemble playing.

SPECIAL VOICE LESSONS (In Class)

Dr. Myers

This work embraces the first principles of singing, breath control, voice placing and the proper use of the lips, tongue and jaw in tone production. Special stress is laid upon breathing, pure and resonant vocality, the development and strengthening of the vocal organs and phrasing and shading in ensemble and solo work.

VIOLIN

Miss Million

Elementary—Homann's Violin School, or Wohlfahrt Op 38; Wohlfahrt Op. 74, Book I; Winn's Daily Essentials (three octave scale studies); Familiar melodies and classics in the first position; Supplementary material according to the ability of the student.

Intermediate—For position work; Homann's School, Book IV and V; Wohlfahrt, Op. 74, Book II; Schradieck School of Violin Technic, Part I.

Advanced—Sevick School of Bowing; Kayer Etudes, Op. 20, Books II and III; Mazas' Special Studies; Schradieck Scale Studies; Kreutzer.

The field of teaching pieces is practically unlimited since in addition to the classics and modern violin solos, all the standard piano solos and opera selections are arranged for violin in varying degrees of difficulty.

6. Physical Education Department.

FOR MEN

Mr. Hembree

The greatest thing desired in this department is that prime physical condition called fitness—fitness for work, fitness for play, fitness for anything a person may be called upon to do.

The aim of physical training is to develop man to his highest efficiency and to what nature intended him to be. Careful and systematic exercise of the body is a necessity to the fully trained teacher if he would build up a reserve of bodily energy from which he may draw in time of need. A feeble body weakens the mind. If you desire that your pupil should improve in mental abilities, let him improve the corporal strength which is subject to their direction. Let his body have continued exercise.

As competitive athletics is everywhere recognized as being essential and conducive to loyalty and school spirit in its best sense, Normal basket ball, base ball and track teams receive regular and systematic coaching.

Graded calisthenics, marching, apparatus work and games form the basis of class work in the gymnasium.

REQUIRED COURSES

Athletics 1—This work will consist of practice of fundamental gymnasium work; floor formations and tactics; setting-up exercises, practice in leading calisthenics, formation of leader's squads; physical measurements and corrective work; and games and plays suitable for gymnasium use. Required for the Elementary Certificate.

Athletics 2—Advanced gymnasium and field work. Theory and practice of coaching, formations, management of teams in respect to training, first aid, interpretation of rules. Required for the Intermediate and Advanced Certificates.

FOR WOMEN

Miss Hammond

The suggested costume for general wear is a white middy and tie, bloomers and shoes of black. For Physical Education IV, a Grecian tunic of white cheesecloth or any inexpensive thin material, 12 to 14 inches from the floor, over short white knickerbockers.

Physical Education 1—Elementary Marching. Calisthenics, Games (tennis, basket ball, etc.) Wands, Mother Goose and Folk Dances.

Physical Education 2—Military drill, dumb bells, games, field and track athletics, national dances.

Physical Education 3—Advanced marching, Indian clubs, games, apparatus, aesthetic dancing.

Physical Education 4—Rhythmic steps, exercises for grace, games, classical and interpretative dancing.

Physical Education 5—Theory and Practice of Teaching Physical Education—Aims, principles and methods, lesson plans for grades.

Hygiene (educational)—Health preservation and promotion, communicable diseases in schools, discovery and treatment of chronic health defects.

Games—Graded for school room, gymnasium and play grounds.

First Aid to the Injured—A lecture and demonstration course of instruction in handling emergencies.

No girl will be permitted to play basket ball or take part in any such strenuous form of exercise, unless she can present a doctor's certificate of physical fitness.

Hiking will form an important part of the Physical Education Course.

7. Commercial Department.

Mr. Boothe **Mr. Hembree**

Shorthand 1—Principles of Shorthand. A study of the first fifteen lessons in Gregg Shorthand with supplementary exercises. (One-third unit.)

Shorthand 2—Dictation. A brief review of word signs, phrasing and vocabulary of the Gregg Manual, after which dictation will be given of both familiar and unfamiliar matter. Stress will be laid upon speed in this course. (One-third unit.)

Typewriting 1—Elementary Typewriting—Touch Method. Beginning work in typewriting covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in the care of the machine. Some practice in business correspondence will be given. (One-sixth unit.)

Typewriting 2—Typewriting—Business Letter Writing—A study of approved forms and circular letters, including legal documents, arranging and copying rough drafts, manifolding and tabulating. (One-sixth unit.)

Bookkeeping 1—Elementary Accounting—The principles of double entry bookkeeping. The journal, cash book, sales book and ledger are explained. Four sets of accounts will be written. (One-third unit.)

Bookkeeping 2—Intermediate Accounting—The use of the six-column journal will be introduced. Bill book, invoice book, sales ledger will be illustrated. Three sets of accounts will be written. (One-third unit.)

Bookkeeping 3—Bank Accounting—This includes a study of state and national banking laws, methods and principles of banking and savings accounts. A set of books illustrating several days' business will be written. (Two hours.)

Methods in Commercial Education—This includes a study of the entire commercial field. Equipment, the Course of Study; special methods, equipment of teachers, relation of commercial school to the community. (One hour.)

Corporation Finance—A study of the organization and promotion of corporations. This is intended to give the student a clear idea of the organization and operation of our large companies. (Two hours.)

Spelling—Office Practice and Methods—The latest device in office equipment will be studied, modern methods of filing and handling incoming and outgoing mails will be taken up.

Salesmanship and Business Efficiency—A study of the underlying principles of salesmanship, the psychology of making a sale. Demonstration sales will be given from time to time. (Two hours.)

A third term of speed shorthand or dictation.

A third term of speed typewriting.

Penmanship 1—Learning to write a good hand.

Penmanship 2—Special practice in commercial correspondence, applying the principles of rapid, arm movement business writing. (One-sixth unit.)

Business English (English 1)—Elementary principles involved in writing correct English. A study of the sentence, paragraph, grammatical clearness, effectiveness and punctuation. (One-third unit.)

Business Correspondence (English 3)—Business letter writing in all its phases will be studied. Advertisement writing of various kinds, display work for newspapers and magazines. A study of the writing of business themes having advertising value. (One-third unit.)

Commercial Arithmetic (Arithmetic 2).—Rapid calculations. A thorough study of Arithmetic from the modern commercial viewpoint. (One-third unit.)

Commercial Law—A treatment of the general principles of common law as applied to business, together with a study of Kentucky statutes and decisions concerning commercial interests. (Two hours.)

CATALOG

Of

Eastern Kentucky State Normal School

Richmond, Kentucky

1921

Announcement of Courses
1921-1922

EASTERN KENTUCKY REVIEW

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1921

SEPTEMBER						
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1922

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Calendar

SESSION 1921-22

First Term

Enrollment of Students	Monday, September 19.
Class Work Begins	Tuesday, September 20.
First Term Closes	Friday, November 25.

Second Term

Enrollment of Students	Monday, November 28.
Class Work Begins	Tuesday, November 29.
Holiday Recess	December 22—Jan 2.
Class Work Resumes	Tuesday, January 3.
Second Term Closes	Friday, February 3.

Third Term

Enrollment of Students	Monday, February 6.
Class Work Begins	Tuesday, February 7.
Third Term Closes	Friday, April 14.

Fourth Term

Enrollment of Students	Monday, April 17.
Class Work Begins	Tuesday, April 18.
Fourth Term Closes	Friday, June 23.

Commencement Week

Annual Sermon	Sunday, June 18, 8 P. M.
Class and Field Day	Monday, June 19, 8 A. M.
High School Junior and Senior Reception	Monday, June 19, 8 P. M.
Presentation of Elementary Certificates	Tuesday, June 20, 9:45 A. M.
Commencement Play	Tuesday, June 20, 8 P. M.
Presentation of Intermediate Certificates	Wednesday, June 21, 9:45 A. M.
High School Commencement	Wednesday, June 21, 8 P. M.
Last Chapel Exercises Conducted by Senior Class	Thursday, June 22, 9:45 A.M.
President's Reception	Thursday, June 22, 8 to 11 P. M.
Annual Commencement Exercises	Friday, June 23, 10 A. M.
Annual Alumni Business Meeting	Friday, June 23, 4 P. M.
Alumni Reception and Banquet	Friday, June 23, 8 P. M.

Summer School

Enrollment of Students	Monday, June 26.
Class Work Begins	Tuesday, June 27.
Summer Term Closes	Friday, August 18.

BOARD OF REGENTS

HON. GEORGE COLVIN

State Superintendent of Public Instruction, Ex Officio Chairman

JUDGE J. W. CAMMACK, Owenton, Kentucky
Secretary of Board

Term Expires 1924

HON. C. F. WEAVER, Ashland, Kentucky
Term Expires 1924

HON. H. M. BROCK, Harlan, Kentucky
Term Expires 1922

HON. J. A. SULLIVAN, Richmond, Kentucky
Term Expires 1922

EXECUTIVE COMMITTEE

HON. J. A. SULLIVAN, Chairman HON. PAUL BURNAM, Secretary
HON. GEORGE COLVIN HON. H. M. BROCK
PRESIDENT T. J. COATES

NORMAL EXECUTIVE COUNCIL

HON. GEORGE COLVIN,
Ex Officio President of the Council

H. H. CHERRY
President of Western Normal, Vice President of the Council

T. J. COATES
President of Eastern Normal, Secretary of the Council

The Faculty

THOMAS JACKSON COATES, A. B. and A. M., President

School Administration

A. B. and A. M., Southern Normal School, Bowling Green, Kentucky; Certificate from Cook County Normal School and Emmons Blaine School, Chicago; some time student Normal Department of State College, Lexington Kentucky; Graduate of Lexington Business College; country school teacher five years, Pike county; six years principal graded school, Greenville, Kentucky; twelve years Superintendent City Schools, Princeton, Kentucky; four years Superintendent City Schools, Richmond, Kentucky; six years State Supervisor of Rural and Village Schools in Kentucky; one time President Kentucky Educational Association; instructor in more than one hundred teachers' institutes in Kentucky, Tennessee and Ohio; author of the "Elementary State Course of Study," the "History of Education in Kentucky" and the "Codification of the Kentucky School Laws;" in present position 1917.

H. L. DONOVAN, A. B., A. M., Dean of the Faculty

Education

Graduate Western Kentucky State Normal School, 1908; A. B., University of Kentucky, 1914; A. M., Teachers College, Columbia University, 1920; one year's experience in rural school; three years principal elementary school, Paducah, Ky.; two years Superintendent Graded Schools, Wickliffe, Ky.; one year Principal J. B. Atkinson School, Louisville, Ky.; three years Assistant Superintendent, Louisville Public Schools; one year Army Psychologist; one year Superintendent Catlettsburg Public Schools; present position 1921.

MARIE L. ROBERTS

Dean of Women

Graduate "The Western," Oxford, Ohio; graduate work in Columbia University; graduate work in Cambridge University, England; twenty years high school instructor, Ashland, Kentucky; two years instructor "The Western;" in present position 1915.

PAUL A. BARNES

Director of Music

One year at Heidelbery University, Tiffin, Ohio; certificate as Pianist from Arnold School of Music, Tiffin, Ohio; certificate and diploma from the Cincinnati College of Music as Teacher of Public School Music; pupil of A. J. Gantvoort in Composition and Orchestration; pupil of the celebrated Albino Gerno in piano; Supervisor of Music at Ludlow, Ky.; Assistant Supervisor of Music in Cincinnati; present position 1921.

I. H. BOOTHE, B. Ped.

Commercial Department

Graduate Zanerian Art College; student of National Normal University and graduate of Teachers' Course of same; student of Southern Normal School, State Certificate in Kentucky; graduate Valpariso University; graduate Eastern Kentucky State Normal School, 1910; ten years' experience in teaching in the public schools of Ohio, and fourteen years in Kentucky; author of "The Evolution of the Sentence" and " A Systematic Rotation of Rural School Teachers;" in present position 1907.

ELIZABETH BURNAM

Voice and French

Graduate of Madison Institute; four years at New England Conservatory of Music, Boston, Mass.; instruction under Charles A. White and Signora De Fabritiis; one year teacher of Voice and French at Reinhardt College, Waleska, Georgia; present position 1920.

F. C. BUTTON, A. M.

State Supervisor of Rural Schools

Rural Education

A. M., Bethany College; graduate College of the Bible, Transylvania University; twenty-three years president Morehead (Ky.) Normal School; Supervisor of Rural Schools in Kentucky, 1911; in present position 1914.

C. E. CALDWELL, A. B., A. M.

Mathematics

B. S., National Normal University; A. B., Marietta College; A. M., Ohio State University; Ohio Life Certificate (High School); State Diploma in Kentucky; eleven years Superintendent Accredited Schools of first class in State of Ohio; two years instructor in Mathematics, Bellaire (Ohio) High School; instructor during summer sessions in Mathematics in Marietta College; in present position 1912.

ASHBY B. CARTER, B. S.

Agriculture and Science

B. S., George Peabody College for Teachers; graduate student George Peabody College for Teachers; graduate student Columbia University; student Richmond College, Virginia; student University Virginia Normal; student Virginia Mechanics' Institute; student Eastern College, Virginia, special training in the trades; teacher and principal Virginia Rural and Secondary Schools; instructor Manual Arts and Science, Pulaski High School, Tennessee; instructor Manual Arts and Agriculture, Gallatin High School, Tenn.; instructor Manual Arts and Science, Peabody Demonstration School, Nashville, Tenn.; in present position 1920.

JAMES VIRGIL CHAPMAN

Lecturer Rural Economics

Educated in rural public schools and private high schools; teacher in rural and village schools; instructor in Latin and Mathematics, Middleton High School; associate principal Scottsville Seminary; principal Scottsville Public School (Kentucky); principal Portland Seminary and Normal School (Tennessee); principal high school and superintendent city schools, Franklin, Ky.; State Agent Rural Schools of Kentucky; member board of examiners, lecturer and institute instructor (Kentucky and Tennessee); contributor to encyclopedia (1916), school journals and other periodicals; author Kentucky School Architecture.

REX W. COX, B. S.

Agriculture and Rural Economics

B. S., College of Agriculture, University of Illinois, 1914; three years teacher in Accredited High Schools; two years instructor State Agricultural School, Madison, Georgia; instructor Fort Hays, Kansas, State Normal, Hays, Kansas. Present position 1918.

MARY B. DEANE, A. B.

Geography and Grammar

A. B., Episcopal Seminary; graduate student Kentucky University Normal; Training School for Teachers, Valparaiso; student Chicago University; Assistant principal Excelsior College; seven years instructor Jessamine College; University of Virginia, 1909; three years instructor Lincoln Memorial University; student University of Michigan and Cornell University; in present position 1911.

NOBLE G. DENISTON, B. S.

Manual Training

B. S., Valparaiso University; student Massachusetts Institute of Technology; graduate work in the University of Chicago; Life certificate in Montana, Louisiana and North Carolina; Supervisor of Manual Training at Livingston, Montana, Baton Rouge, Louisiana and Mobile, Alabama. On the Louisiana State Teachers' Examining Board. Head of the Department of Industrial Arts, Stanley McCormick School, Burnsville, N. C. Head of Manual Arts Department, Mississippi Normal College, Hattiesburg, Mississippi. Present position 1919.

R. A. EDWARDS, A. B.

Superintendent of Training School and School Administration

A. B., University of Kentucky, 1910; student in summer schools, University of Wisconsin, 1911; University of Minnesota, 1914; University of Tennessee, 1915; Principal Trimble County High School, 1910-14; Superintendent City Schools, Morganfield, Kentucky, 1914-18 Present position 1918.

R. A. FOSTER, A. B., A. M.

English

A. B. in English, University of Kentucky, 1916; A. M., Princeton University, 1919; rural school, 1911; Principal Central Grammar School, Somerset, Ky., 1914-15; Assistant Principal and Teacher of English, High School, Peekskill, New York, 1917; Instructor, U. S. Army Schools, 1918; Teacher of English and Mathematics, High School, Owensboro, Ky., 1919; Principal Morton Elliott Junior College, Elkton, Ky., and Teacher of Latin and English, 1919-21; present position 1921.

MAUDE GIBSON

Drawing, Painting and Penmanship

Student two years, painting in oils, water color, china, crayon, pastel and pen and ink, Lebanon Normal University; three years student designing, modeling, painting on under glaze and over glaze, Weller Art Pottery Studio; student under Karl Kappes in portrait work; two years public school drawing, Miama University; some time teacher Pennsylvania, New Mexico, and Clarksville Female College; instructor of Drawing, Birmingham High School; some time student at Teachers' College, Columbia, N. Y.; in present position 1910.

WREN JONES GRINSTEAD, A. M., Ph. D.

Latin and Modern Languages

A. B., 1899, and A. M. in Education, 1910, University of Kentucky; English Diploma (graduate three-year course), College of the Bible, Lexington, Ky., 1902; Greek Certificate; Summer School of the South, Knoxville, Tennessee, 1906; four quarters' graduate study, University of Chicago; Ph. D. (Education, Latin, Ancient History), University of Wisconsin, 1917; special lecturer in Biblical Criticism, College of the Bible, Melbourne, Australia, 1904; instructor in Esperanto, Summer School of the South, 1906; Fellow in Education, University of Wisconsin, 1915-16; in present position 1906.

KATHARINE HAMMOND

Physical Education for Women

Graduate of the Sargent School of Physical Education, Boston, Mass.; two years teacher in girls' school, "House in the Pines," at Norton, Mass.. two years Director of Physical Education in the city schools of Charleston, West Virginia; four summers instructor at Sargent Summer Camp; instructor at Sargent Normal School Camp; in present position 1920.

MAY C. HANSEN

Teacher and Critic, Grades 1 and 2

Graduate Oshkosh State Normal School; three years teacher public school, Washburn, Wisconsin; three years teacher Green Bay, Wisconsin; student University of Chicago; in present position 1912.

GEORGE N. HEMBREE, B. C. S.

Athletics and Commerce

Five years student Berea College; one year Eastern Kentucky State Normal, 1916-17; Graduate Bowling Green Business University —Bachelor Commercial Science 1920; two years teacher in Kentucky. Present position 1920.

P. H. HOPKINS, A. B.

State Supervisor of Rural Schools

Lecturer on Rural Education

A. B., Graduate of Georgetown College, 1907; graduate student in Education University of Tennessee and University of Chicago; teacher of rural schools three years; principal of high schools three years; superintendent of schools Paintsville, Kentucky, four years; superintendent of schools Lancaster, Kentucky, four years. Present position 1920.

MRS. STANTON B. HUME

Industrial Arts

Student Bellewood Seminary and Kentucky Presbyterian Normal School; student Cincinnati School of Domestic Science under Miss Gamon; student of Miss Anna Barrows, Columbia University; student of Miss Lamphere and Mr. Lane, New Hampshire; in present position 1910.

W. L. JAYNE, A. B.

Rural Education and Field Agent

A. B., Georgetown College; teacher in rural schools four years; principal Pollard Graded School five years; principal Sandy City Graded School four years; county superintendent of Boyd county four years; President Kentucky State Association of County Superintendents two years; principal Quicksand Graded High School two years; institute instructor; present position 1920.

CHARLES A. KEITH, B. A., M. A.

History and Social Science

B. A., M. A., Oxford University (England), Rhodes Scholar from Arkansas; two years student University of Arkansas; one year student University of Texas; teacher of History, Little Rock High School, 1911-12; author of "Notes and Outlines in Civil Government," "Notes and Outlines in American History," "A Supplement on Kentucky History;" in present position 1912.

EUGENIA LEMMON

Teacher and Critic, Grades 9 and 10

Graduate Girls' High School, Louisville, Ky.; A. B. University of Louisville, 1919; Principal Milltown, Indiana, High School, 1920 Instructor English Department, Jeffersonville, Indiana, High School, 1921; in present position 1921.

FLORENCE A. LEWIS

Teacher and Critic, Grades 5 and 6

Graduate Sue Bennett Memorial School; some time student in University of Tennessee; one year student in State University of Kentucky; some time student in Eastern Kentucky State Normal School; State Certificate in Kentucky; assistant in Music in Sue Bennett Memorial School; teacher in upper grades in Harlan Public Schools; two years teacher in upper grammar grades of Springfield Public Schools; present position 1920.

CHAS. D. LEWIS, B. Ped., A. M.

Director of Extension and Rural Education

Elementary and secondary training, private schools; B. Ped., Kentucky State University, 1901; A. M. in Education, University of Illinois, 1917; teacher, rural schools, 1895-97. Theodor Harris Institute, Pineville, Ky., 1901-02; Instructor and Professor of Biology, Berea Normal School, 1902-21; Professor of Rural Education and Director of Extension Training, Eastern Kentucky Normal School, 1921; member of Summer faculty, Peabody College for Teachers, Nashville, 1917. Author of the Waterboys and Their Cousins, Lippincott, and pamphlets as follows: Forms and Methods in Arithmetic, School Reorganization and Finance in Kentucky, A Study of Pupils from the Rural and Town Schools Working Together in the High School; various articles on education and science.

G. L. McCLAIN, A. B.

Principal of Model High School
English and History

A. B., University of Kentucky, 1918; Superintendent of High Schools in Kentucky three years; present position 1920.

RUCIE MILLER

Reading, Public Speaking and Little Theatre

Graduate of Sienna College; graduate Louisville Conservatory of Music, Department of Dramatic Art and Expression; student of Phidelah Rice, Elizabeth Pooler Rice, Rachel Noah France of Boston, Blanche Townsend of New York, and a student of Leland Powers' Summer School, Boston, Mass.; two years director of Dramatic Art and Expression in the city schools of Franklin, Kentucky; present position 1920.

ISSIE D. MILLION

Violin

Student of Joseph Meiler and Signor Giuseppi Randeggor, Hamilton College; pupil of Sol Marcosson, Cleveland Conservatory of Music; present position 1919.

MIRIAM NOLAND

Principal Rural School

Graduate Madison Institute; graduate Eastern Kentucky State Normal; graduate student College of Music, Cincinnati; four years teacher demonstration schools in Kentucky; two years teacher graded schools; one year principal Garrard High School; one year extension work; in present position 1918.

MARY ESTELLE REID

Librarian

Edmonton (Ky.) High School; graduate Liberty College, Glasgow, Kentucky; special course in German, French and Library Administration, University of Nashville, 1907-08; one year in Carnegie Library, Nashville, Tennessee; in present position 1911.

JANE V. RICE, B. S.

Home Economics

Graduate Richmond High School, 1913; B. S. in Home Economics, Iowa State College, Ames, Iowa, 1917; Demonstration Agent Bradley county, Tennessee, 1917-1918; teacher of Home Economics Central High School, Cleveland, Tenn., 1918-19; some time graduate student Peabody College; present position 1920.

JAMES RUSSELL ROBINSON, A. B. and A. M.

Correspondence Department

A. B., 1909 and A. M., 1912, University of Kentucky; teacher Walton High School, 1909-10; Caldwell High School, Richmond, 1910-12; principal Madison County High School, Waco, 1912-18; in present position 1918.

GEORGE DRURY SMITH, B. S., A. B.

Natural Science

A. B., Ohio Normal University, 1892; B. S., Ohio Wesleyan University, 1899; Life Certificate, Ohio, 1895; graduate work University of Michigan, summer, 1902; in State Biological Laboratory, Cedar Point, 1903; in Carnegie's Laboratory, Wood's Hall, Massachusetts, 1904; made collections and studied along Atlantic coast, 1905; two years Superintendent of Schools, Gibsonburg, Ohio; eight years head of Biological Department, Akron High School; in present position 1908.

BROWN E. TELFORD

Instrumental Music

Graduate of Lewisburg Seminary and Conservatory of Music; student under Herr Erwin Schneider, who is a graduate of the Leipzig Conservatory of Music, student under Mr. Frederic Shailer Evans and Mr. Brietow Hardin at the Cincinnati Conservatory of Music. One year teacher of music at Lewisburg, West Virginia; two years teacher of music at Madison Institute, Richmond, Kentucky; in present position 1917.

MRS. JULIAN TYNG

Teacher and Critic, Grades 7 and 8

Graduate Madison Institute; graduate Eastern Kentucky State Normal School; student George Peabody College; one year teacher Madison Institute; one year teacher Guthrie, Kentucky; three years teacher Richmond City School; present position 1920.

CARRIE M. WATERS

Assistant Librarian

Graduate Winthrop Model School and Winthrop High School, Nashville, Tenn.; teacher's certificate from Peabody College, course in Library Economy, Nashville Carnegie Library; one year head of Reference Department, and for nine years head of Cataloguing Department in Carnegie Library, Nashville, Tenn.; in present position 1921.

GERMANIA WINGO

Teacher and Critic, Grades 3 and 4

Graduate State Normal School, Farmville, Virginia; some time student Teachers' College Columbia University, New York; 1911-13, fourth grade teacher at Crewe, Virginia, under supervision of Miss Fannie Wyche Dunn, now instructor at Teachers' College; 1914-17, teacher of third and fourth grades at Amelia Court House, Virginia; 1917-18, teacher of second and third grades in Agricultural school, Virginia; teacher of primary grades Pulaski, Virginia; present position 1920.

MAYME EWEN

Teacher of Extension Rural School

Graduate Stanton High School; graduate Eastern Kentucky State Normal School; one time student at State University; student Music Department, Stanton College; student Illinois Normal; Principal Elkin Graded School three years; rural school teacher four years; grade teacher in Ashland, Ky., past year; in present position 1921.

Faculty Organization

COMMITTEES

The President is ex officio a member of each committee

ALUMNI AND SENIOR CLASS

Grinstead, Hembre, Noland, Tyng, Boothe

BUILDINGS AND GROUNDS

Cox, Smith, Burnam, Telford Deniston

CERTIFICATION AND GRADUATION

Donovan, Foster, Caldwell, Boothe, Roberts

CLASSIFICATION AND STUDENT SCHEDULES

Robinson, Boothe, McClain, Deane, Carter, Gibson, Jayne, Miller, C. D. Lewis, Barnes, Burnam, Hammond, Hembree, Hume

CIVICS AND CITIZENSHIP

Keith, McClain, Robinson, Jayne, C. D. Lewis

CREDITS AND CREDENTIALS

Caldwell, Grinstead, Keith, Foster, Cox, Smith, Edwards, Denniston

EXTENSION, SCHOOL SERVICE, RESEARCH AND INFORMATION BUREAU

C. D. Lewis, Robinson, Jayne, Donovan, Edwards

LECTURE COURSE AND SCHOOL ENTERTAINMENTS

Foster, Grinstead, Miller, Barnes, Telford

HEALTH

Carter, Hammond, Smith, Hembree, Rice, Barnes

LITERARY AND DEBATING SOCIETIES—FORENSICS

Deane, Gibson, Robinson, McClain, Edwards, Foster

LIBRARY COMMITTEE

Reid, Donovan, Foster, Keith, Edwards, Grinstead, Smith

PHYSICAL EDUCATION AND ATHLETICS

Keith, Hembree, Hammond, McClain, Roberts

PUBLICITY AND THE "REVIEW"

McClain, Foster, Gibson, Miller, Florence, Lewis, Gentry

TEACHERS' BUREAU

Edwards, Donovan, Roberts

STUDENT WELFARE, DISCIPLINE AND GRIEVANCES

Boothe, Roberts, Deane, Smith, Keith

RULES AND REGULATIONS

This committee is made up of the heads of the general departments, the President, the Dean of Women, and the Registrar

RURAL EDUCATION AND RURAL SCHOOLS

Jayne, C. D. Lewis, Noland, Deniston, Carter, Rice

SOCIALS AND RECEPTIONS

Hume, Roberts, Tyng, Hembree, Deniston

VISUAL EDUCATION

Gibson, Deane, Smith, C. D. Lewis, Tyng

Y. M. C. A. AND MEN'S CLUBS

Smith, McClain, Hembree, Cox, Barnes

Y. W. C. A.

Roberts, Telford, Hammond

TRAINING SCHOOL

Director, and Faculty of Training School

VOCATIONAL EDUCATION

Deniston, Rice, Cox, Hume, Jayne

CLASS OFFICERS

Preparatory ..... Prof. I. H. Boothe
Elementary ..... Prof. C. A. Keith
Intermediate ..... Prof. G. D. Smith
Senior ..... Dr. Wren Jones Grinstead

BUSINESS OFFICE

F. C. Gentry, Business Manager and Secretary to the President
Ray W. Harman, Bookkeeper

G. M. Brock,, Registrar

Katherine Morgan, Stenographer

Helen Woodward, Stenographer

Mrs. Florence Rice, Stenographer

Mrs. Cynda Karr, Housekeeper, Sullivan Hall

Robert F. Ramsey, Superintendent of Buildings and Grounds.

GENERAL INFORMATION

HISTORY

On January 6, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison county, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2nd, and in the Senate on March 9th, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21st, and as the bill carried an "emergency clause," it became a law at once.

On April 5, 1906, the Governor appointed the commissioners to locate the two Normal Schools. Messrs. B. M. Arnett, of Nicholasville; John Morris, of Covington; George Payne, of Paducah; George B. Edwards, of Russellville; Basil Richardson, of Glasgow; E. H. Mark, of Louisville, and M. G. Watson, of Louisa, constituted the commission.

On May 1, 1906, the locating commission visited Richmond to inspect the site offered by that city and on May 7th they met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named: Hon. James H. Fuqua, Sr., State Superintendent of Public Instruction, ex-officio Chairman; Hon. J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon. Fred A. Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2d, and elected Ruric Nevel Roark, at that time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. The first act gave to the Eastern School an annual appropriation of $20,000 and $5,000 for equipment. Under the act of 1908 the school secured an additional annual appropriation of $20,000 and a special appropriation of $150,000 for new buildings and equipment. In 1912 an additional annual appropriation of $35,000 was secured. Therefore, the annual maintenance of the school provided by the State was $75,000.

The General Assembly of 1918 passed an act changing the support of the Normal Schools of Kentucky to a millage basis and repealed all annual appropriations under which the institutions had been operating. According to the new act the Eastern Kentucky State Normal School receives five-eighths (⅝) of one cent upon each one hundred dollars ($100.00) of assessed taxable property in the State. This insures more than one hundred thousand dollars annually for its maintenance.

The Legislature of 1920 appropriated one hundred fifty thousand dollars ($150,000.00) for the purpose of erecting dormitories at Eastern. This action was made imperative by the growing attendance and decreased rooming facilities in Richmond.

LOCATION OF THE SCHOOL

The home of the Eastern Normal School is a little city of about 6,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the mountain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Central University, the famous Presbyterian institution which was removed to Danville and united with Centre College in 1901. The campus lying between South Lancaster avenue and South Second street is one of the most beautiful in the south. It has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buildings include:

University Hall—A fine old landmark, remodeled and properly equipped for recitation rooms. The Assembly Hall

with balcony is on the second floor of this building. Here chapel and assembly exercises are held. This assembly room has recently been remodeled and reseated with handsome opera chairs.

Ruric Nevel Roark Hall—A handsome new building, named in honor of the founder and first president. It was erected in 1909, at a cost of $45,000. The laboratories for physics, chemistry, biology and agriculture are located on the first floor. These laboratories are well equipped for special and individual study. The other floors are used for recitation rooms, President's office, Dean's office and the Business office.

The New Training School Building—A handsome new building, eighty feet south of Ruric Nevel Roard Hall, and fronting equally with it on Lancaster avenue. This magnificent building cost about as much as the Ruric Nevel Roark Hall, and is devoted almost entirely to the Model and Practice Schools. For this purpose its rooms are especially constructed so that each critic teacher may be able to supervise practice teaching in her own room and three smaller rooms connected with it.

On the upper floor, occupying the front half of the building, our library, which has had such cramped quarters in the past, is accommodated. The new building greatly facilitates the handling of the expanding work in the professional departments of the institution. $3,500.00 worth of new books have recently been added to our library.

Memorial Hall—This is a good dormitory for men. An annex has just been completed which enables it to accommodate sixty-six more students with two to the room. The new rooms are models with large, roomy closets and hot and cold water in each room. This Hall is in charge of a resident member of the faculty—at present Prof. Keith.

Sullivan Hall—The dormitory for women, built in 1909, at a cost of $45,000, and named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms, large kitchen and dining halls, all equipped with every modern and sanitary appliance known. The resident Dean of Women is in charge of the hall, and personally cares for the home life of women

students. A competent housekeeper is employed. A substantian annex to this hall accommodates seventy-five young women.

Burnam Hall—South of Sullivan Hall. "Eastern" is just completing a beautiful new dormitory for women, which will accommodate about 125 people. This is Burnam Hall, named by the Regents in honor of the late Judge A. R. Burnam, of Richmond, who did so much in securing the first large appropriation for the school, and who, to the day of his death, was a strong friend of the school. The rooms of the girls are models, with large, roomy closets—two in each room—and hot and cold water. It is believed that the plan of the rooms is the last word in dormitory planning. In the front of this building, there is a large lobby, or parlor, probably the most beautiful room on the campus. In the basement, but above the ground, are the kitchen, dining room, and large play room. The completion of this building enables us to accommodate approximately 400 women on the campus.

The Power Plant—Erected in 1909 at a cost of $49,000 contains the lighting and heating apparatus for supplying all the buildings on the campus. The electrical equipment consists of two 50 K. W. 1,100-volt A. C. generators, and the switch board and the necessary instruments for the distribution of the electrical energy.

Heating—The heating plant supplies low pressure steam to all radiators in the different buildings and the years' operation of the plant shows it to be highly efficient and satisfactory. The plant is considered one of the best power plants in the State of Kentucky. The Manual Training Shops are located on the second floor of this building. Individual equipment for shop work is provided.

New machinery has been purchased for the Manual Training Department, and forge and iron repair work will be added in an annex to the building to be built.

Model Rural School Building—The brick school house once known as Walter's Collegiate Institute, and which was used for nearly twelve years as the Normal School Library, has been reconstructed into a model rural school building,

with ample ground and equipment to make it an ideal rural school plant.

The Cottages—Four two-story brick cottages are used for dormitory purposes for women students. Seventy-two girls can be comfortably housed in these cottages. Cottage No. 1 is now used for hospital purposes.

The buildings, except the cottages, are heated by steam from a central plant and lighted by electricity from our own power plant. The campus is also brilliantly lighted by electricity. Every floor in each building is supplied with hot and cold water. The bath rooms, lavatories and water closets are of the most modern types.

The President's House is situated on the north-west corner of the campus, facing Lancaster avenue, just north of the Roark Building. It is a large, two-story brick building, containing twelve living rooms and two halls. It was purchased by the Regents in order to complete the symmetry of the campus, and to protect it from possible undesirable buildings in the future, which would mar the beautiful campus. The president is expected to live in this home in order to protect the buildings and grounds, to have continuous oversight of the student-body that lives in the dormitories and uses the campus, and to be accessible to the public at all times.

STATELAND

The Normal School owns an excellent little farm of 112 acres, situated on the Barn's Mill pike, about a mile from Richmond. The residence on the farm is modern and up-to-date, and is occupied by the family of the foreman. There is also another cottage on the farm where lives a white man and his family. The new barn is a model. Improvements have been made recently, such as a silo, a house for milking and one for caring for the milk. With these improvements the farm is thoroughly equipped.

The activities on the farm are those usual in this part of the State, except we do not grow hemp or tobacco. There is a small dairy herd, composed of thoroughbred and grade Jerseys and Holsteins. The policy is to eliminate the Jerseys and substitute Holsteins because of their larger milk produc-

ing qualities. It is also the policy to build up a pure bred herd, gradually leaving off the grade stock. Thoroughbred red Duroc hogs are our standard breed. It is the plan to start the growing of chickens at an early date; probably the Rhode Island Reds will be grown.

This farm is owned and operated for the following purposes: To be used for demonstration purposes in relation to the Department of Agriculture of the Normal School; to give to students attending the school, work to help them pay expenses; and to furnish the dormitories with milk, eggs and vegetables in season, thus lowering the cost of living to students in the school. While Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses, to pay gradually for needed improvements, and to show a small yearly balance. Otherwise it might justly be considered a poor demonstration of efficient farm management, **which is the thing above all others the farm is intended to teach and to demonstrate.**

FUNCTION OF THE STATE NORMAL SCHOOL

The primary purpose of the state normal schools and departments of education in state universities is to furnish all the state schools with qualified teachers. The law establishing the State Normal Schools in Kentucky declares:

"The object of said State Normal Schools shall be to more fully carry into effect the provisions of section one hundred and eighty-three of the Constitution of Kentucky, by giving to the teachers of the Commonwealth such training in the common school branches in the science and art of teaching and in such other branches as may be deemed necessary by the Normal Executive Council, hereinafter created, as will enable them to make the schools throughout the state efficient."

This is the law of 1906, at which time there was no system of high schools; but the legislature of 1908 passed a law requiring every county to maintain high schools.

A later legislature, in making an appropriation for the Normal Schools, declared that a portion of said appropriation should be used in teaching agriculture, home economics and manual training.

The last legislature went further and provided that: "From the first day of July, one thousand nine hundred and twenty-two, applicants for an elementary certificate of the first grade, shall have had at least one year of high school work or its equivalent; and, in addition thereto, five weeks' study of professional subjects in a state normal school or some other training school recognized by the State Board of Education."

"From the first day of July, one thousand nine hundred twenty-four, such applicant must have had two years of high school work or its equivalent; and, in addition thereto, ten weeks' study of professional work in a school or schools as aforesaid."

"From the first day of July, one thousand nine hundred twenty-six, such applicant shall have had four years of high school work or its equivalent, and in adidtion thereto, twenty weeks' study of professional work in a school or schools as aforesaid."

The Executive Council provided for in the law of 1906 was vested with wide discretion in determining the subjects to be taught in the Normal Schools in addition to those set forth in the law. They were to teach such other subjects as in the judgment of the Council were needed to make the schools of the state efficient. What schools? The elementary schools only? The law itself fairly interpreted, and the demands made on the schools make such a conclusion impossible. The Council, therefore, has concluded that the term "schools," used in the law, means elementary and secondary schools both, with the emphasis on the elementary; and that the Normal Schools shall teach the subjects necessary to make all the schools efficient, so far as it can be done consistently with thorough work and the appropriations made by the State for the support of the Normal Schools.

Guided by the foregoing laws and considerations, the Council has decided it to be its duty to provide for the teaching of the subjects set forth in the law; and, in addition thereto, for the teaching of such academic branches as are taught in standard four-year high schools and such professional courses as it deemed necessary to make the schools of the state efficient; such professional courses constituting a junior college course in education of equal standard with those established in other states.

Because of the fact that so many of the graduates of the Normal Schools are needed to teach in the country and village high schools, the Council has gone further and provided for the teaching of regular academic subjects of junior college level, such subjects being organized into elective courses as will be explained under the heading of "Normal Courses Offered."

Normal Courses Offered: The law establishing the two State Normal Schools further declares: "Each Board of Regents shall have full power and authority, subject to the approval of the State Superintendent of Public Instruction, to confer, under its corporate seal, upon students of said schools the following certificates, viz.: An 'Elementary Certificate,' an 'Intermediate Certificate,' and an 'Advanced Certificate.'

"The elementary certificate shall be conferred upon the completion of not less than one year's work, and shall entitle the holder thereof to teach in any public school in the state for the period of two years from the date thereof without further examination. The intermediate certificate shall be conferred upon the completion of not less than two years' work, and shall entitle the holder thereof to teach in any public school in this state for a period of four years from the date thereof without further examination. The advanced certificate shall be conferred upon the completion of not less than three years' work, and shall entitle the holder thereof to teach in any public school in this state for a period of three years from the date thereof without further examination, and if, at the end of the three years, a teacher holding an advanced certificate shall present to the Board of Regents which granted the same, satisfactory evidence of successful teaching during said period, and of good moral character, then the advanced certificate may be extended for life, or good behavior, by said board, subject, however, to the approval of the State Superintendent of Public Instruction; and it shall be so endorsed by the said board, and the holder thereof shall be entitled to teach in any public school in this state during good behavior without further examination.

"The official endorsement of the State Superintendent of Public Instruction shall be necessary to validate any certificate, or extension thereof above named. Any certificate may be revoked for cause by the Board of Regents of the school granting the same, or by the State Superintendent of Public Instruction. Any county superintendent may, for cause, revoke for his county, any certificate, of which revocation immediate notice shall be given to the State Superintendent of Public Instruction, and he shall have power to approve or reverse such revocation."

Based on the law just quoted, the Executive Council has established courses of study leading to the different kinds of certificates, and in the advanced certificate courses to specific types of service, namely: Rural School; Primary, grades one and two; Intermediate, grades three to six, inclusive; and Junior High School, grades seven to ten, inclusive.

Elementary Certificate Course: The school law does not prescribe entrance requirements for the various courses, but sets forth that the elementary certificate may be issued after not less than one year's work, etc., etc. The Council, in its discretion, has fixed the entrance requirements at the completion of the work of the regular eight grades by a student not less than sixteen years old. It has defined the year at forty-eight weeks, and the quantity of work to be covered at the equivalent of eight Carnegie units, one and one-third units of which shall be in education, and the rest ordinary high school units but taught from the professional viewpoint. The student who secures this certificate, therefore, completes the work of a standard two years' high school. This is of interest especially to the mature student without high school training in view of the new laws requiring all teachers to have high school education in the near future. "Eastern" undertakes to give such mature students credits for all the work they have done well; but a minimum of three terms' residence work is required of all who are not graduates of four year standard high schools.

Intermediate Certificate Course: The entrance requirements for this course are the completion of a standard two years' high school or of our elementary certificate course; for its completion eight more units are required. Very little election among subjects is permitted in the elementary and intermediate courses; but two regular intermediate courses are offered between which the student may elect.

Advanced Certificate Course: The two foregoing courses were planned and are still offered to meet actual conditions in Kentucky, that is, the need for help by teachers who did not have and do not have high school education. Some time in the future they may be, and probably will be, modified or abolished altogether. They are meeting temporary conditions. No one who has studied the question regards either one of these courses or both of them as a sufficient preparation for teaching pupils in any grade in any school.

Our schools in Kentucky can never be what they ought to be until the State recognizes that the minimum preparation of a teacher should be graduation from a standard high school plus two years of professional study in a standard normal school. Nor will our schools measure up to the standard until the people recognize that the teacher who teaches the first grade needs as much and as thorough preparation as the teacher of the twelfth grade; nor will our schools attain their highest efficiency until it is understood that the different kinds of teaching service, namely: Primary, Intermediate and Junior High School, etc., should be officered by teachers specifically and technically prepared for such service; and until the idea that passing

from service in the primary school to the high school is a matter of promotion has passed away. On the contrary the truth should be understood and acted upon that these types of teaching service are coordinate and equal in every respect. To what end will the state prepare teachers for different services, if they do not perform the service for which they have been prepared?

From the foregoing and other considerations, the "Council" has determined that the Advanced Certificate Course shall be based upon graduation from a standard four year high school course or its equivalent; that it shall cover two years—40 weeks each—of work, the same being a minimum of 64 semester hours, and shall be modified so as to prepare students for different types of teaching service, and also to prepare them to teach efficiently one or two subjects of high school level. The types of service for which the Advanced Course has been modified are: Rural School; Primary, grades 1 and 2; Intermediate, grades 3, 4, 5 and 6; and Upper Grades or Junior High School, grades 7, 8 and 9. This last named course has been further modified through electives offered to prepare teachers to teach special high school subjects, and to do the work of supervision. "Eastern," therefore, is offering as few courses as possible, consistent with the different types of service for which every standard normal school must prepare teachers, and with the demands made upon it, to the end that what work it does may measure up to a very high standard.

As said before, the State Normal School is supported by the State to train its teachers, and for no other purpose whatever. With this supreme purpose in mind, teachers are selected, courses of study are prepared, laboratories and libraries are equipped and a Model and Practice School is conducted. This school stands for four definite things:

1. A high standard of scholarship.
2. A thorough study of the science and art of teaching.
3. Observation of different types of teaching under guidance of a skilled director.
4. Practice teaching under competent supervision.

COURSES OF STUDY

SELECTING COURSES—CLASSIFICATION

As soon as possible after entering school the student, with the assistance of the Dean and a faculty advisor, should select the course he desires and pursue it steadily and systematically until it is completed. It is far better to enter upon a regular course and to do a definite thing. To select subjects regardless of their relation and sequence is a wasteful plan.

Persons planning to become teachers, and to be certificated by the institution, are expected to take the courses in an orderly way. All students who have not completed the first two years of high school or its equivalent belong in the Elementary Course, which they should complete. Students who have had two years of high school or its equivalent, but have not completed the four year course or its equivalent, belong in the Intermediate Course; while students who are graduates of four year high schools or the equivalent should enter at once upon the Advanced Course. Students entering upon the Advanced Course, not later than the beginning of their second term, should consult the Dean or their class advisor in regard to the special courses included in the Advanced Course. This is very important.

COURSES OFFERED AT EASTERN

1. Elementary Course—Two year high school.
2. Intermediate Course—Last two years of high school.
3. Advanced Course—First two college years.
   a. Primary Course, 1st and 2nd grades.
   b. Intermediate Course, 3rd to 6th grades, inclusive.
   c. Junior High School Course, 7th to 9th grades, inclusive.
   d. Rural Teachers' Course—Grades 1st to 8th, inclusive.
   e. Special Subject Course—High school subjects.

There are two courses in the Intermediate; one without Latin, one with Latin. The five courses listed under the Ad-

vanced Course are coordinate courses. Teachers, let us repeat, should prepare themselves for a specific service. The completion of any one of these courses will entitle one to junior college standing in the college of education of the State University. A proper selection of a special subject course, e. g., Agriculture, will entitle one to such standing in some of the other colleges. The courses offered at Eastern have been planned primarily to prepare teachers for immediate and efficient service; but the fact has been kept in mind that many ambitious teachers will want to finish a four year course in college, and the courses have been so planned that this may be done without loss to the teacher.

IRREGULAR CLASSIFICATIONS

Students who intend to teach but who do not desire to be certificated may select any work for which they may be prepared and receive free tuition provided they have appointments from their county superintendents.

Students not planning to teach are required to pay regular tuition fees and may select any work for which they may be prepared.

ADVANCED STANDING

Students on entering school will be granted advanced standing based upon the following work:

1. State certificates and diplomas.
2. High school records.
3. College records.

The committee on credits and credentials will handle each irregular case upon its merits. No effort is spared to evaluate carefully the entrance credits of all who bring their records with them.

Students who come from high schools, academies, colleges, or other normal schools are urged to bring their complete record with them upon their entrance here. It is best to have the record as complete as possible at the beginning of the course.

OUR SYSTEM OF GRADING

All grades are reported in letters A, B, C and D. A signifies superior work; B, standard work; C, inferior work, and D,

poor work. Only the first three are transmissible to other institutions, while the number of D's is limited for each certificate.

THE STUDENT'S LOAD

Under the rules of the faculty no student may take more than four major subjects and one minor subject during a regular ten weeks' term. In special cases, in which all the teachers involved and the Dean agree, a student may add a little extra work. These cases, however, are exceptional. During the Summer Term of eight weeks, the regular load is limited to four majors or their equivalent.

CERTIFICATION AND GRADUATION

Certification and graduation are recommended by the faculty, on the basis of scholarship, skill in teaching, initiative, personality, habits and character; but no one will be considered by the faculty for certification or graduation unless he has been first recommended by the Committee on Certification and Graduation. Certificates are issued by the Board of Regents on the recommendation of the Faculty of the institution.

EXPLANATION OF CREDITS

1. All work in the Normal School below the advanced certificate course is estimated in Carengie high school units. Three terms' work in any major subject are necessary for one unit of credit.

2. All work in the advanced certificate course is measured in semester hours. Each class is of college rank and the semester hour value is stated in connection with the details of the courses to be found in another part of this Year Book.

3. It will be noted that the elementary certificate course requires the completion of work equivalent to eight Carnegie units. The intermediate certificate course also requires the completion of eight Carnegie units of high school level. The advanced certificate course in education requires sixty-four semester hours' work. In addition, the student may be required to take ten hours of drill to be selected from drawing, penmanship, handwork and music, unless she has already taken these subjects in a lower course at Eastern.

EXPLANATION OF SOME TERMS USED

A Carnegie unit, or a high school unit, is a subject pursued one year. It is approximately 180 forty-minute recitations, or 7,200 minutes, and, therefore, equals about eight semester hours.

A "semester hour" is one 50-minute recitation per week for a semester, or two terms. It equals approximately 900 minutes of recitation.

Subjects that receive full semester credits are supposed to require at least as much time in preparation as in recitation; those that receive only one-half semester credits are not supposed to require preparation.

A "laboratory hour" will receive half as much credit as a recitation hour that requires preparation.

MEMORANDUM OF AGREEMENT FOR ADMISSION OF STUDENTS FROM NORMAL SCHOOL TO THE UNIVERSITY OF KENTUCKY

"1. The two years' college work, above that of a four years' accredited high school, satisfactorily completed at the Eastern Kentucky State Normal, will be accepted for two years' work at the University of Kentucky.

2. The admission to college work at the Eastern Kentucky State Normal will be governed by the standards of admission to the University of Kentucky; that is, students who are graduates of accredited high schools will be admitted to college work in the Eastern Kentucky State Normal without examination. Others will be required to pass examinations on all subjects offered for entrance.

3. The Eastern Kentucky State Normal will indicate the number of units accepted in each subject for admission, also the preparatory work done at the Normal. Their report on preparatory work will be accepted at the University without question. The preparatory work and college work will be reported separately.

4. Students in the Eastern Kentucky State Normal will be advised to plan their work so as to meet the first two years' requirements in the courses in which they wish to enter at the University of Kentucky. Students who do not observe these requirements will also be advised that the time required for graduation may be somewhat longer.

5. Definition of a Credit.—In estimating the Normal School credits, a credit will represent one hour of recitation or two hours' laboratory work per week, for twenty weeks. Physical education and other laboratory work requiring more preparation will be estimated on the basis of three hours for one credit."

THE NORMAL CURRICULUM

The standard Normal School curriculum consists of three parts, namely:

1. A study of the subjects which will be taught by the student as a teacher, such study to be reconstruction (not review) of them from the standpoint of the teacher, thus making such study professional rather than academic. That the student gains knowledge through such study and that a scholarly attitude is developed thereby does not lessen the professional purpose nor character of such work.

2. A study of the underlying aims, processes and methods of education in teaching under supervision. This is usually called "professional work," but it is no more professional than the study mentioned above. Its purpose is to reveal to the prospective teacher the immediate value, the complexity, and the social significance of public education in our democracy, to give to the prospective teacher some insight into individual and social psychology, and to connect with these things the actual work of the public school as this may be done in practice teaching.

3. A study of the mother tongue in excess of prospective teaching needs, because of its fundamental importance to individual growth and development, and as much further study of the great fields of human knowledge as the course will permit to the end that there may be breadth, vision, ideals, insight and sympathy in excess of the demands of the school.

MATTER VS. METHOD

Once upon a time in a teachers' meeting the question whether a teacher needs training to teach a subject with the matter of which he was acquainted was being somewhat violently debated. Commissioner William T. Harris was present and listened with interest and amusement. Finally someone

appealed to him for an opinion. His answer was: "Form without content is empty; content without form is mushy." Method without matter is empty; matter without method is too often mushy. This is the whole thing in a nutshell.

Can a teacher who knows a subject teach it? Yes. He can teach it; but if he does not know the child mind and the best ways of teaching his subject, he will waste a great deal of energy and child life in doing it. Can a teacher learn to teach well by experience? Yes, but he will make numerous mistakes, and waste much of his own and the children's time in learning.

Are normal schools "method schools?" They are not. Normal schools are schools in which the teachers are trained specialists each in his subject, in which the subject matter is wisely selected, carefully organized, and presented in the best and most economic manner, and in which the student is made conscious of the method as well as the matter. Other schools teach matter; normal schools teach matter also as intensely and as thoroughly as the best of them; and in addition it teaches students how to teach the same matter to others. It is doubtful if one ever really knows when he knows a subject until he has successfully taught it to others. The work of organizing a lesson so as to present it to a class is educative in the highest degree. It is putting education into practice. It is similar to the action of a lawyer who prepares his case for the jury, or the minister his sermon, or the politician his address. It is no wonder that some of the most successful men and women in this country have been teachers. They have only changed classes and subject matter; the **method** remains the same.

We do not hesitate to claim that normal schools **properly organized and conducted** are among the superior educational institutions in this country; and that other educational institutions grow in excellence as they catch the inspiration and imitate the methods of the best normal schools.

"Eastern" claims—and stands ready to back up the claim—to be one of the really superior schools in Kentucky. It has a beautiful campus, splendid buildings well equipped, a fine library, a strong faculty, and an inspiring educational atmos-

phere. It offers courses from beginning high school through junior college; and these courses are wisely selected, and honestly and faithfully enforced. Eastern's motto is:

"To be more than she claims,
To perform more than she promises."

CONCERNING SCHOOL ORGANIZATION

1. Discipline—The Normal is responsible to the state for the character and scholarship of its graduates—those who are to teach in the public schools. The Normal will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, or if they are found to be unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary here. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls with assurance that their safety, their general culture and their education will be guarded as carefully as may be.

2. The School Year—The Normal year opens regularly on the third Monday in September and continues for forty-eight weeks. It is divided into four terms of ten weeks each, and a Summer Term of eight weeks, closing the third week in August.

3. The School Week—The Normal School week allows Monday as the regular holiday, and class work continues from Tuesday morning until Saturday night. Some special exercises, such as literary society programs, are held on Monday.

4. The School Day—Work begins in the Normal class rooms at 7:30 a. m. and some classes are to be found in operation at every hour until 5 p. m. Usually physical culture and athletics occupy the later hours of the day. All class periods are for full fifty minutes, with ten minutes' intermission between classes.

5. The School Holidays—The Normal Community observes all the regular legal holidays that occur during the year's work. Usually about ten days are given over to the holiday season at Christmas and New Year.

6. Christian Associations—The Normal is not denominational in any sense. However, its positive influence is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday Schools in the city. The Young Men's Christian Association and the Young Women's Christian Association have large memberships. The associations meet every Sunday afternoon in regular quarters on the campus; they also conduct devotional meetings during the week. The societies are doing a great good in the school. New students should join these associations and become active workers. Vespers will be conducted on the campus each Sunday afternoon during the Summer School for the entire school.

7. Lecture Course and Entertainments—The Normal each year maintains a high grade lecture course largely for the benefit of the students. It is under the supervision of the Committee of the Faculty on Lecture Course. Each student is able to attend the course without expense.

8. Alumni Association—The Alumni Association is proving a great factor in the fostering of normal spirit, and in the upbuilding of a Greater Normal. Its influence is already potent throughout the

state. The association holds an Annual Banquet and Reception during commencement week.

9. Eastern Kentucky Review—This publication is the official bimonthly review published by the Normal. It is edited by the Faculty and the Student-body. If you are interested write for it—free.

10. Athletics—It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

The various teams are under supervision, and all students of good class standing, who are physically qualified, may compete for a place on the teams.

The football season extends from the beginning of the fall term up to about Thanksgiving; the basketball season lasts from Thanksgiving on through to baseball weather; the baseball season continues from first suitable weather to the end of the fourth term; the last term in the year is the term of lawn tennis and track athletics.

THE LITTLE THEATRE

One of the greatest movements introduced into America, originated in Paris in about the year 1898.

Its far-sighted creators understood that in each individual there is a desire to give expression to his emotions in a greater or less degree. To curb and direct these emotions in the right channels would be a step towards advancement toward the cultural side of life, thereby increasing a keener appreciation and a more tasteful enjoyment of dramatic literature.

With such purpose the Little Theatre was brought into existence. It was received with hearty welcome in America, and today there are over two hundred and fifty little theatres in the United States.

This Little Theatre movement, which has created such widespread interest throughout the country during the past few years and especially in Kentucky during the last year, has invaded the campus at Eastern, and has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived only when special activities are entered into. These activities may be of a mental or physical nature or they may be a combination of both.

There is an opportunity as a player in the Little Theatre to develop any talent that the member may possess either as an actor, a costumer, a creator of stage settings and lighting effects, or in producing anything of an original nature. It is not organized for any commercial purpose, altho it is glad of the opportunity to assist any other organization.

Last year the players' efforts were crowned with success from the beginning. They were supported strongly by large and enthusiastic audiences. For the opening plays, Zona Gale's "Neighbors," Alice Gerstenberg's "Overtones," and Richard Harding Davis' "Miss Civilization," were chosen, each possessing superior quality both in subject matter and dramatic technique.

The candidates for this club, before being eligible for membership, must present evidence of their ability in the form of a "try-out" before the players. Immediately following a meeting of this kind the candidates are dismissed, and the club members proceed with the regular business, voting by secret ballot. Those receiving five-sixths of the votes of the members present are declared duly elected members of the club.

There is a splendid opportunity for those who do not make the club to attend the rehearsals and observe the coaching of the plays, thus enabling the observer to present better entertainments and plays in the schools of the state.

With such an excellent organization on the campus it is clear that this club is one of the greatest factors for good not only at the Eastern Kentucky State Normal School but for the entire State.

MEDALS

Eastern is encouraging oratorical and debating contests. Medals will be given this year to the winner of the Boys' Oratorical contest, of the Girls' Reading contests, of the Boys' Declamatory contest. Medals will also be given for the best essay and the the best debator in the Annual Debate. A loving cup will be given to the winning team in the Annual Debate.

SUMMER SCHOOL OF 1922

The Summer Session will open on Tuesday, June 27, 1922. The regular Faculty will be in charge. A full list of classes will be offered. Regular credits will be given for this work. Several additional specialists, lecturers and entertainers of note will add strength to an already strong Faculty.

Popular among city and graded school teachers especially from the first, the Summer School at Eastern has steadily gained in favor and its enrollment has rapidly grown. All forces have conspired to make this possible. School boards in many cities and towns have either made attendance compulsory, or have subsidized it sufficiently to render it attractive, while our beautiful and inviting campus and delightful surroundings have added their stimulus. Then, perhaps best of all, we have always offered a strong list of classes under our regular Faculty, and some additional specialists. Regular credits have been given to those completing any subjects.

Courses are offered in Pedagogy, Psychology, Child Study, History, Philosophy and Practice of Education, Educational Problems in Kentucky, Primary Methods, Special Methods, Drawing and Art, Music, Manual Training, Home Economics and Art, Physical Education, Gymnasium, Athletics, Nature Study, Agriculture, Horticulture, Biology, Physiology and Hygiene, Geography, Physics, Chemistry, English, Grammar, Composition and Rhetoric, English Literature, American Literature, Literature of the Bible, Latin, German, French, History, Economics, Sociology, Mathematics, Primary Hand Work, and in many other subjects.

"HALF HOUR OR SHORT ORDER COURSES."

In addition to the general courses listed above, short courses will be offered as follows: Rural School Methods; Rural School Management; First and Second Grade Method; Third and Fourth Grade Method; Fifth and Sixth Grade Method; Seventh and Eighth Grade Method; High School Problems; Vocal Music; Physical Education; Health; Method in Arithmetic; Method in Geography; Method in Grammar; Method in Physiology; Method in History; Method in English; Method in Reading; Method in Civics; Type Studies; Socialized Recitation; Standards and Measurements; Problem-project Method; Five Formal Steps; Discipline; First Aid Work; Parent-Teachers' Association; Americanization; Country Life Movement, Visual Education; Child Welfare Movement; Boy and Girl Scout Movement; Thrift Movement; Libraries; Humane Treatment of Ani-

mals; Fire Prevention; Prevention of Accidents; School Lunches; School Room Beautiful.

11. Literary Societies—To be progressive as well as popular at Eastern, one must be a Carpediem, a Periclesian, an Excelsior, a Utopian, a Cynthian or a Washingtonian. And not until he has been initiated can he understand the magic in these names. During the big terms auxiliary societies are organized. The literary societies stand for all that is highest and best in school life. It is here that the student finds himself untrammeled—where he comes into his own. He has the opportunity for appearing in public. He argues, sings, plays, composes, reads, acts. He presides at meetings, acts as secretary, works on committees, conducts parliamentary drills, etc., etc. And above all he forms friendships.

12. Normal Classes—In the literary societies, students belonging to all the classes are mingled together in a thoroughly democratic way. A faculty advisor is assigned to each society. For purposes of developing class spirit and loyalty, and for distinctly class activities, the entire student-body is organized into classes, each in charge of a faculty member.

Model and Practice School—Eastern maintains throughout the entire school year a model and practice school for demonstration and cadet-teaching purposes. The school consists of twelve grades organized on the six-six plan. All the grades through the tenth are used for demonstration and cadet-teaching, while the eleventh and twelfth grades are used for demonstration purposes only. The ninth and tenth grades are used for cadet-teaching to a very limited extent.

The critic teachers in charge of this school are thoroughly trained, each teacher being in charge of two grades. In order that the best possible work may be done the number of pupils per teacher is limited. This school is recruited from a waiting list which is kept in the business office. The grades from the seventh to the tenth, inclusive, are taught partly on the departmental plan, while the eleventh and twelfth are taught altogether on that plan. No tuition is charged in the first eight grades, but an incidental fee of four dollars is charged each pupil a year. No fee is charged in these grades during the Summer Term. In the grades from the ninth to the twelfth, inclusive, a tuition fee of $50.00 a year is charged. In addition to the tuition fee each student pays a $2.00 incidental fee each semester and the regular fees charged Normal students in classes in which fees are charged, such as Chemistry, Home Economics, etc.

The Rural School—As a part of the Model Training School, "Eastern" maintains a Rural School on the campus. This school is composed of country children exclusively and includes all of the regular eight grades. It is used for observation and cadet-teaching purposes. Here pupils interested in rural schools may observe daily the organization and the workings of a country school; and those taking out the Elementary Certificate, in order to teach in rural schools, may gain actual experience in teaching under supervision.

Kavanaugh—"Eastern" is, for the first time this year, cooperating with the County Superintendent and the County Board of Education in making an ideal one-teacher country school at Kavanaugh, a school about two miles east of Richmond. A full graduate of the Normal School has been engaged for the year, "Eastern" recommending her and the Board electing. On condition that the students of the Normal School may at all times observe the school at work, "Eastern" is assisting with equipment, supplementing the teacher's salary and extending the term. Students will be transported to and from this school in the school automobile.

APPOINTMENTS—LIVING EXPENSES—FEES, ETC.

Boarding and Rooms—Rooms in Memorial Hall (men's dormitory), steam heated and electric lighted are one dollar to one dollar and fifty cents per week for each student. This Hall has just been thoroughly overhauled and renovated. It is in excellent condition.

Rooms in Sullivan Hall and Burnam Hall (women's dormitories), steam heated and electric lighted, are one dollar to one dollar and fifty cents per week for each student.

Rooms in the cottages (for women) are one dollar per week for each student. Young women are expected to live in the dormitory, when attendance does not exceed the capacity of the dormitories, unless for special reasons they are granted permission by the Dean of Women to room beyond the campus.

Students wishing to engage rooms should write to the President. A reservation slip will be forwarded, which will become binding only when the student complies with the following:

1. This reservation is binding only when this slip is presented to the business office (**always address T. J. Coates, President**) within ten days of date above given and a fee of two dollars is paid.

2. The holder of any reservation may receive the refund of above fee **only** by request in writing not less than ten days before the opening of the term for which this reservation is given.

3. This fee is applied as a part of room rent at the opening of the term for which reservation is given, but receipt for this two dollar fee must be presented to the business office at the time of paying the remainder of the room rent.

4. Room reservation is void if not claimed by Tuesday night of the opening of the term and the fee is forfeited.

5. This reservation is not transferable.

Rooms for any terms of the ensuing year may be reserved at any time after May 1st of the preceding year. Only those who apply early and pay the necessary reservation fee of $2.00 are assured of accommodations on the campus.

When all rooms on the campus have been assigned for a certain term, a waiting list of applicants is kept and vacancies as they occur are offered in their turn to those on that waiting list. Note—This waiting list must needs be abandoned one week previous to the opening of said term. Rooms released after that are available to students as they enter.

Room reservation for a series of successive terms is void for the entire period if not claimed by Tuesday night of the opening of the first term of the series, and the fee is forfeited. But by request in writing prior to the date of forfeiture, the assignment for that term may be cancelled and credit for the fee transferred to a later term.

A deposit of three dollars will be required of each occupant of any of these rooms, all of which will be returned if the deposit receipt is surrendered when the depositor leaves, except charges for damages done to the room or furniture. No deposit will be refunded until the housekeeper reports upon the condition of the room. Room rent and deposits are payable for the term in advance.

Students are required to take care of their rooms and to furnish towels, soap, runners for tables and dresser, pillow cases, sheets, spreads and comforts or blankets, also table napkins and napkin rings.

Women students, no matter where they expect to room, should come direct to Sullivan Hall; checks for baggage should be retained until after arrival at Sullivan Hall. Students should not engage rooms

or board before ascertaining from the school that the landlady's name is on the approved list. The fact that women students have roomed or boarded at a home during some previous year is not necessarily a guarantee that the home is at present on the approved list. Students desiring to room with relatives or friends should notify the Dean of Women of such intentions as early as possible before coming, as all landladies are personally interviewed before the houses are placed on the list. The student is urged not to be in haste to engage a room with which she is not satisfied. No pains will be spared to find for her the accommodations she desires and in the meantme she will be taken care of temporarily at Sullivan Hall.

Table board is $3.00 per week for both men and women. Those who room in Sullivan Hall and the Cottages will board at the dining hall of Sullivan Hall; those who room in Memorial Hall will board at Sullivan Hall. Other students may secure table board only—at Sullivan Hall—at $3.00 per week.

Board is payable in advance. Room rent and board will not be refunded except in the case of real sickness. No deduction can be made in table board for a few days' absence at the beginning or end of the term. When board is paid for less than a half term in advance, the rate is $3.50 per week.

Incidental Fees—Each student pays an incidental fee of $2.00 per term when he enrolls. This is not a matriculation or enrollment fee, but it is to cover library, gymnasium and athletic fees, lecture courses and contingent expenses. The incidental fee is paid by all students and is not refunded. After the opening day, late-comers must pay 50 cents extra fee. It pays to be on time.

Special Fees—Those who take special subjects pay for materials only, as follows:

Domestic Science, per term	$2.00
Chemistry, per term	1.00
Manual Training, per term	1.25
Photography, per term	.50
Handwork, per term	I, $1.00; II, 2.00
Music Lessons, per term (two lessons per week)	12.00
Music Lessons, per term (one lesson per week)	7.50
Piano Practice, per term (one hour per day)	2.50
Violin Practice, per term (one hour per day)	2.50
Typewriter Practice, per term (one hour per day)	2.50

Tuition Fees—Appointees will receive free instruction for the time necessary to complete the course in which they matriculate. Non-appointees from Kentucky and other states will pay the following fees in advance:

For any one term, except the Summer Term	$10.00
For the Summer Term	8.00
For two ten-week terms	18.00
For three ten-week terms	25.00
For four ten-week terms	32.00
For four ten-week terms and the Summer Term	38.00

County Superintendent-elect, or already in office, will be charged no tuition.

Necessary Expenses for Ten-Week Term

Board	$30.00
Room Rent	$10.00, $11.00, $12.00, $12.50, 15.00
Incidental Fee	2.00
Total	$42.00 to $47.00

Appointments—Who are appointees? Each county is the unit of appointment. Each County Superintendent has the privilege of appointing one student for every five hundred white school children in his last school census and one student for every fraction over two hundred and fifty. These students are the regular appointees to State Normal. All appointees receive free tuition or a free scholarship. All appointments are made for four years—or until the appointee completes his entire course of study. Appointees are not required to remain in school continuously. If the number of appointees in attendance during any terms should not reach the number allowed for any county, the County Superintendent may, during any other term, appoint alternates. These appointees are selected according to the following directions: Appointees must, in order to secure free tuition, attend the school in their own Normal District; that is, appointees from any county in the Western District will attend at Bowling Green; appointees from counties in the Eastern District will attend at Richmond. Those who pay tuition may attend either school. All appointments must be made from the county in which the applicant teaches.

The Eastern District is composed of the following counties: Anderson, Bath, Bell, Boone, Bourbon, Boyd, Boyle, Bracken, Breathitt, Campbell, Carroll, Carter, Clark, Clay, Clinton, Elliott, Estill, Fayette, Fleming, Floyd, Franklin, Gallatin, Garrard, Grant, Greenup, Harlan, Harrison, Henry, Jackson, Jessamine, Johnson, Kenton, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, McCreary, Madison, Magoffin, Martin, Mason, Menifee, Mercer, Montgomery, Morgan, Nicholas, Oldham, Owen, Owsley, Pendleton, Perry, Pike, Powell, Pulaski, Robertson, Rockcastle, Rowan, Scott, Shelby, Trimble, Wayne, Whitley, Wolfe, Woodford.

Recapitulation

For admission to the State Normal:

1. Good moral character.
2. Age—not less than sixteen years.
3. Appointees—free tuition.
4. Appointees—enter without examination.
5. Those who hold certificates of any grade enter without examination.
6. Those who hold common school diplomas enter without examination.
7. Those who hold State diplomas, State certificates, and graduates of High Schools, Colleges and Normal Schools enter without examination.

NOTE—Certain credits will be given to those whose qualifications justify it, but each individual case will be taken up on its merits.

Special Notice—See your County Superintendent about an appointment, and write T. J. Coates, President, for full information.

How to Enter School—Upon arrival at Richmond come at once to the Normal. The bus line takes you to the campus—fare twenty cents, trunks twenty cents. The President's office and the Dean's office are in Ruric Nevel Roark Hall, and here all preliminary arrangements will be made. Women students, no matter where they expect to room, should retain their baggage checks and come direct to Sullivan Hall.

1. Go to the "Registrar's Office" in main hall, where you will attend to three things: (1) The Registrar will enroll you; (2) you will fill out an enrollment card, giving personal facts concerning your residence, experience, etc.; (3) if you are an appointee you will present your appointment card, or ask the official in charge to look up the card which is probably on file in this room. Here appointees must sign the pledge card.

2. Go to room No. 12, the "Business Office," where you will present your enrollment card, your appointment card and your pledge card, leaving these cards there. You pay your tuition (if not an appointee), incidental fee (which must be paid by all who enter), room rent, deposit and board. You will then receive an admittance card, which you will retain.

3. If you wish to offer credits for advanced standing, go to room 15, present your admittance card and your credentials to the "Committee on Credentials and Credits." Here your credentials will be examined.

4. Go to the "President's office," presenting your admittance card, where the President or an assistant will assist you in making out a definite daily program, giving subjects to be taken, hour of recitation, instructor and number of room. If you enter at the beginning of a term, go to the Committee on Student Schedules in Main Hall before going to the President.

5. Go to class room and enroll at once, presenting your Daily Program Card. Any change of program must be made by the President or the Dean, and such changes must be reported to the instructors.

NOTE—Students compelled for any reason to leave school before the close of a term must get a formal dismissal from the President. To leave without due notice, or without permission from the President, formally suspends a student from future attendance at the Normal School.

CORRESPONDENCE DEPARTMENT

J. R. ROBINSON, SUPERVISOR

For some years, in fact since the school was founded, Eastern has been carrying on extra-mural activities, such as commencement addresses, lecturing before institutes, and other occasional lectures and demonstrations. This work has now been increased through correspondence and lecture courses, and through the service offered by the "School Service, Research and Information Bureau." Correspondence courses were first offered by the Eastern State Normal late in the year 1919. The popularity of these courses was at once evident and the amount of work done in this way has been steadily growing.

PURPOSE

The purpose of the Department of Extension of Eastern is to make the resources of the institution available in as many ways as possible to as many people as possible. People who are unable to avail themselves of the advantages offered in resident study have a just claim upon the State for some sort of educational opportunities. Also, people who can spend only a limited time in resident study are enabled to supplement this with additional instruction such as the normal school was created to give.

Just now Kentucky faces an educational crisis. Far reaching reforms were made by the legislature of 1920. If those reforms are faithfully carried out Kentucky's schools will make more progress in the next ten years than they have made in the past century. To meet the provisions of this new legislation several thousand teachers must be given high school training, who do not now possess it. It is impossible for the majority of them to spend more than an occasional short term doing residence work. Many will be able to do no residence work at all. If they were able to come the State institutions could not accommodate them. Correspondence work will help solve the problem.

FOR WHOM INTENDED

Extension work as offered by the Eastern Kentucky State Normal School is intended for three classes of people: 1. Students who have attended the school and who expect to return to secure a certificate or to graduate. 2. Teachers who expect to attend the institution but who want to work off a few credits before entering while teaching. 3. Teachers who wish to qualify to meet the high school requirements of the new school law. 4. Teachers who must continue teaching the whole year and who want to improve their scholarship.

CHARACTER OF THE COURSES

The correspondence and lecture courses are the same as those given in the class rooms of the institution.

ADVANTAGES OF CORRESPONDENCE STUDY

1. **Economy.**—The cost of correspondence work is very low compared to the character of service rendered.

Courses may be completed and full credit received while the student is teaching at full salary.

Advantage is taken of the spare minutes each day that are too frequently wasted—economy of time.

Home study is essential to a growing, progressive teacher. It is of very great value even when undirected. When properly directed, as it will be by correspondence, a definite work is undertaken along definite lines. Waste of time and effort is eliminated.

2. **Thoroughness.**—The student recites each lesson in its entirety and may have all questions answered.

3. **Practical Application.**—Things learned by correspondence may be applied by the student-teacher in her own classes. If she is teaching arithmetic and is taking a course in Arithmetic 2, everything learned is of immediate and practical use. This is true of every other subject, particularly true, perhaps, of those in education.

PROCEDURE IN SELECTING A CORRESPONDENCE COURSE

If you wish to take a correspondence course, examine the list offered on another page of this communication. If you find a course that suits you, write to the Registrar (Address

G. M. Brock) for enrollment blank, which you will fill out and return to him, inclosing $3.00 for enrollment fee and $7.00 for each subject you wish to take. If only one subject is desired the amount to be inclosed is $10.00. The amount for two subjects is $17.00. On receiving your blank properly filled out, the Registrar will notify the Dean of your application; and if in the Dean's judgment you are prepared for the course, he will enroll you for that course. If you are not accepted, your money will be promptly returned to you. The enrollment fee of $3.00 is paid but once, no matter how many correspondence courses may be taken.

REGULATIONS

Admission.—A student will be admitted without examination upon payment of fees. In case an advanced subject is desired the applicant must be able to show that he is able to do the work.

Beginning.—Students may begin correspondence work at any time during the year. We will not guarantee however that there will not be some interruption of the work during the four weeks' summer vacation.

Fees.—An enrollment fee of $3.00 is charged, which is paid but once, no matter how many courses are taken or how long a time has elapsed between courses. There is also an instruction fee of $7.00 for each major subject taken, or $3.50 for each minor. No credit can be given for any work taken in the Extension Department without the payment of fees. No fees are refunded except in cases where the student is found unprepared to take the course, or the school is unable to offer it.

TIME FOR COMPLETION OF COURSES

Courses must be completed in a reasonable length of time. Students are expected to take at least one single lesson each week, completing the course in twenty weeks. Allowance is of course made for sickness or for unusual home conditions. A student who for any reason does not report either by letter or lesson within a period of thirty days may forfeit his right to further instruction. A course may be completed as rapidly as the student has time to do the work.

LIMITATIONS

1. Not more than two subjects may be taken at one time if credit is desired toward one of our certificates. Students not working for a certificate and merely wishing to improve their scholarship or to get high school credits toward meeting the new requirements for teachers may take as many as four subjects at one time if there are no other duties to interfere with the work. Students are advised not to take more than two subjects at one time.

2. Not more than one-third of the work in any one department in any certificate course may be taken by correspondence by those who are working for that certificate.

3. Correspondence courses may not be taken by resident students except in unusual instances and then only by special permission. When those who have been taking correspondence work enter the institution to do work in residence before the completion of their courses, they are expected to drop all such correspondence courses during the period of resident study. Upon leaving school students may resume correspondence work where it was left off. Only by obtaining the written permission of all his instructors may a student complete his correspondence course while in residence.

CREDIT

The same credit is given for work done by correspondence as for work done in residence.

EXAMINATIONS

When a student has completed all the assignments of a course in a satisfactory manner an examination will be arranged to meet, as far as possible, the convenience of the student. Where it is inconvenient for the applicant to report at the Normal School, arrangements will be made to have the examination in the student's own county under the supervision of some school officer. The examination questions will be made out by the instructor at Eastern, who has had charge of the course, and they will then be forwarded to the school officer who is to conduct the examination. After the examina-

tion is held, the applicant's papers will be sent to us for final grading. If the local school officer charges a fee for his services, this must be paid by the student.

TEXT BOOKS

The text books used are, in most cases, the same as those used in residence. However, it is sometimes necessary to use some one supplementary book in correspondence that is not used in residence because the student has access to the library for reference work. The books may be ordered from the publishers or the institution will furnish them to correspondence students whenever desired in the same manner as to students in residence, i. e., they will be sold to the student and bought back after the completion of the course at a slight discount to cover wear and tear.

HIGH SCHOOL COURSES

All of the subjects listed below under the Elementary and Intermediate Certificate Courses are of high school rank. Each subject is one-third of a high school unit; three subjects are therefore one unit. Twelve subjects constitute one full year of high school work.

LIST OF CORRESPONDENCE COURSES OFFERED IN EACH CERTIFICATE COURSE

Elementary Certificate Course.—Agriculture 1, Bookkeeping 1, Management 1, English 2, English 3, Grammar 2, Grammar 3, Civics 2, History 2, History 3, Arithmetic 2, Arithmetic 3, Algebra 1, Algebra 2, Physical Geography, Physiology 2, Nature Study.

Intermediate Certificate Course.—Bookkeeping 2, Management 2, English 4, English 5, English 6, Latin 1, Latin 2, Latin 3, Latin 4, Latin 5, History 4, History 5, History 6, History 7, Manual Training 2, Algebra 3, Rural Economics.

Advanced Certificate Course.—Agriculture 3, Method 3, Sociology, English 8, English 9, Grammar 4, Latin 6-7-8-9, Scientific French, History 8, Algebra 4, Chemistry 1-2, Economic Geography.

EXTENSION DEPARTMENT

C. D. LEWIS, DIRECTOR

History.—In addition to the Correspondence Department before described, Eastern is doing regular extension work in the field to assist in training teachers while in service. This work grew out of frequent requests from teachers in the field for assistance; the department is only a little over two years old. Several successful "centers" were conducted the first year, and during the past year the movement grew into the "summer schools" of which the institution conducted thirty in as many counties. This experience encouraged the Board of Regents to establish, as a regular part of the school, the Department of Extension, and elected Prof. C. D. Lewis, formerly and for many years of Berea College, as its director. He is now actively at work in the field.

Study Centers.—It is the hope and the plan of Eastern to establish one or more "centers" in every county in this Normal District. The minimum number of teachers for whom a center will be established, is ten, the number depending somewhat upon the distance the instructor must travel. The group of teachers meet the teacher once a week for two hours, usually on Saturday; but another day may be agreed upon. Each course offered is the same as those offered in residence, requires the same length of time (ten weekly lessons) and receives the same credit. All high school subjects will be taught in these centers except such as require too much equipment; and many of the college subjects are also offered. It depends upon the ability of the school to secure a competent instructor. One-third of all the courses required for any certificate may be taken in such centers; by special agreement, even more.

Instructors.—The teachers in these study centers are, in every case, specialists in the courses they offer. In some cases, they will be sent out by the school from the regular faculty; in others, the instructor may be a local one or a near neighbor. This is a matter to be agreed upon between the group and the Director.

Cost.—There is an enrollment fee of $3.00 which is paid but once by every student. A regular fee of $7.00 is charged for each course taken in the "centers." This fee assists in paying the salary and expenses of the instructor. No charge whatever is made for the services of the Director in organizing and inspecting these centers.

Books.—All books and stationery must be furnished by the students. In some cases—not many—books may be rented by classes from our book store. The text books used need not be the same as those used in the Normal School, but must be of equal rank. The books to be used will, in all cases, be agreed upon between the class and the instructor and may be procured for the class by the local dealer.

Examinations and Credits.—Examination questions are prepared and examinations are conducted by the teacher in charge. The teacher also grades the work and certifies the credits to the school on blanks prepared for that purpose. These credits are recorded just as if the work were taken in residence At the close of the examinations, the questions and answers, after being graded, are sent to Eastern. The purpose of this is to keep the residence work and the extension work as nearly on a par as possible.

Advantages.—The great advantages of these classes are apparent; the economy of the service compared to non-residence work; the fact that teachers may take this training without ceasing to earn their salaries; the inspiration of meeting with others once a week, and the continuous growth as a result of it; the inevitable increase of salary as the days go by; the life certificate or college degree as the final reward; all these are advantages that must appeal to the teacher of vision and ambition.

Address all inquiries concerning this service to the EASTERN KENTUCKY STATE NORMAL SCHOOL, DEPARTMENT OF EXTENSION.

Conclusion.—The purpose of this extension service being to offer teachers opportunities for education and training while teaching, the Director will not confine himself exclusively to the promotion and direction of study centers, but will give attention to any form of activity that promises to attain that

end. He will assist in organizing and directing demonstration rural schools throughout the district, assist in promoting the two-room school movement, and consolidation where practicable and desired and; during the winter, conduct classes relating to rural schools in the Normal School.

Note.—The $3.00 enrollment fee entitles the student to correspondence work without the payment of an additional fee and vice versa.

DEPARTMENT OF RURAL SCHOOLS.

W. L. JAYNE

The Department.—The Eastern Normal District is largely rural; the one and two teacher schools are now and will continue to be the prevailing types in this section for years to come; the problem for the State is to make such schools as efficient as possible; and to train teachers for such schools and to promote a better organization in such schools is one of the big jobs for Eastern. So important is this work, that it has been deemed wise to create a department of Rural Schools, and to place at its head Prof. W. L. Jayne, a former county superintendent. The purposes of this department are to make a study and survey of the rural school field, to adapt the regular courses of study to the preparation of rural teachers, to offer additional courses for the specific training of such teachers, and to organize the resident students preparing for rural service into an enthusiastic and patriotic force.

Field Activities.—During the first and second terms, the head of this department spends a large part of his time in the field continuing the help of the school to our students who are teaching; visiting high schools in the interest of the student body of the future; addressing educational gatherings; counseling with superintendents, supervisors, and truant officers; visiting groups of schools and speaking to groups of teachers and performing such other duties as the President may direct or as he may discover the need of performing. In other words, he carries the Normal School to the field. A special duty is to help to build up the Correspondence Department.

Home Duties.—A part of the time of the head of this department during the first two terms is spent in the home office, and most of his time during the third and fourth terms, directing the activities of his department and instructing classes composed of groups of rural students.

Summer Work.—During the fifth or summer term, his duties lie exclusively in the field, assisting in summer schools, looking after the student body, and, in various ways, advertising the school and its advantages throughout this Normal District.

COURSES OF STUDY

COURSES OF STUDY

REGULAR NORMAL COURSES OUTLINED BY SUBJECTS

Elementary Certificate Course

I. Education:
1. Observation
2. Psychology 1
3. Method 1
4. Management 1

II. English:
1. Grammar 2 and 3
2. Expression 1
3. English 2 and 3

III. History and Civics:
1. History 2 and 3
2. Civics 2

IV. Mathematics:
1. Arithmetic 2 and 3
2. Algebra 1 and 2

V. Science:
1. Physiology 2
2. Geography 2
3. Physical Geography
4. Nature Study
5. Agriculture 1
6. Home Economics 1 or Manual Training 1

VI. Drills:
1. Penmanship 2
2. Drawing 1
3. Music 1
4. Handwork 1

VII. Forensics, 3 terms

VIII. Physical Education 1

Intermediate Certificate Course

I. Education:
1. Observation and Participation
2. Psychology 2
3. Method 2 or
4. School Administration

II. English:
1. English 4 and 5
2. English 6
3. Expression 2

III. History:
1. Greek 4, Roman 5
2. English 6 and 7

IV. Mathematics:
1. Algebra 3
2. Plane Geometry 1 and 2

V. Science:
1. Botany 1 or Biology 1
2. Botany 2 or Biology 2 or Physiology 3
3. Agriculture 2
4. Home Economics 2 or M. T. 2

VI. Foreign Language:
Latin 1, 2, 3, 4, 5

VII. Drills
1. Music 2
2. Drawing 2
3. Music 3
4. Handwork 2

VIII. Forensics, 3 terms

IX. Physical Education 2

Each subject listed above except the drills has a credit value of one-third unit; the drills have a credit value each of one-sixth unit.

Advanced Certificate Course

I. Education:

Introduction to Teaching	1 hour
Psychology 3	2 hours
Psychology 4	2 hours
Method 3	2 hours
School Administration	1½ hours
Educational Measurements	2 hours
History of Education	2 hours
Rural Community Problems	2 hours
Principles of Education	1½ hours
Observation and Participation	2 hours
Practice Teaching	5 hours

II. English:

English 7 or Expression 3	2 hours
English 8	2 hours
English 9	2 hours
English 10	2 hours
Advanced Grammar 4 or English 11	2 hours
Elective in English	1 hour

III. History and Civics:
Mediaeval 8.....or History 19 .....2 hours
Modern 9 .....2 hours
Civics 3 .....2 hours

IV. Mathematics:
College Algebra or Solid Geometry .....2 hours
Plane Trigonometry.....or Arithmetic 4 .....2½ hours

V. Science:
Home Economics 3
or
Manual Training 3 .....2 hours
Economic Geography 4 .....2 hours
Agriculture 6 .....2 hours
Physiology 4 .....2 hours
Geography 5 .....2 hours
Chemistry 3 and 4.....or Physics 3 and 4..... 4 hours

VI. Foreign Language:
Latin or French—five terms. .....10 hours

VII. Forensics (once a week during residence.)

VIII. Physical Education (four terms, 3 times a week).

A two year college course open to students who have completed the Normal Intermediate Course or a standard four year high school course, or their equivalent.

The foregoing course is the regular Normal Advanced Certificate Course planned **specifically** for students who are preparing to teach in the junior high school grades, i. e., 7th, 8th and 9th grades. This is the standard advanced course of which all other courses are modifications to suit specific kinds of service.

Graduates of high schools will be required to take the alternate courses listed above at the right; and in addition they may be required to take 10 hours of drills. The course above is planned for students who have completed our Intermediate Course. The course will be changed when necessary to suit the needs of high school graduates.

Students who take the Intermediate Certificate will not be required to take Introduction to Teaching, Observation and Participation, and Psychology 3, but they will be expected to elect five hours of work in education in other courses.

REGULAR NORMAL COURSES

Arranged by Terms

Preparatory and Review Common School Courses

Agriculture, Elementary
Arithmetic 1
Civics 1
English 1
Forensics
Geography 1
Kentucky History
Grammar 1
History 1
Penmanship 1
Physiology 1
Reading 1
Spelling
Theory and Practice

This is not a regular certificate course, but is preliminary and preparatory to the regular courses. If students are well grounded in the subjects indicated above and give written satisfactory evidence of same, or if a satisfactory examination upon the same is passed, full credits will be given and the student is ready to enter upon the regular courses.

This course is thorough, complete, logical and satisfactory for its purpose. The completion of this course may be accomplished in one or two terms, but in some cases it may require longer. It prepares the student for the Elementary Certificate course which follows. The State adopted text books are used throughout this course.

ELEMENTARY CERTIFICATE COURSE

Arranged by Terms

First Term	Second Term	Third Term
Psychology 1	Method 1	Management 1
English 2	English 3	Grammar 2
Arithmetic 2	Arithmetic 3	Algebra 1
Nature Study	Agriculture 1	Geography 2
History 2	History 3	Penmanship 2
Physical Education 1		Drawing 1

Fourth Term	Fifth Term
Observation 1	Expression 1
Grammar 3	Home Economics 1 or
Algebra 2	Manual Training 1
Geography 3	Civics 2
Handwork 1	Physiology 2
Music 1	

Substitutes.—Home Economics will be taken by women students and Manual Training by men; with the permission of the President, women may take Manual Training. Under certain conditions, Bookkeeping or Shorthand may be substituted for Home Economics or Manual Training and Typewriting for Drills. Horticulture is sometimes substituted for Agriculture. Latin may be begun in the Elementary Course by pupils who do not expect to take out a certificate.

The above work, as laid out, leads to the State Elementary Certificate. This certificate, authorized by law, is good for two years to teach in any public school in the State without examination. Three terms must be spent in resident study before any one can secure this certificate, no matter what credits he may have, unless the applicant be a graduate of a standard four year high school, in which case twenty weeks'

residence is required. If only Summer Terms are attended, it will require four terms prior to certification. It is possible for very strong eighth grade students to complete the above course in one normal year of forty-eight weeks, if all the work is done in residence.

Aims.—The principal aim of the Elementary Course is to prepare teachers with a common school education for service in the rural school, chiefly of the one and two-teacher types, as well as it can be done in the time given to it. It has been planned to meet actual conditions in Kentucky at the present time. A secondary aim is to give such students as may take it the equivalent of a two-year high school education.

Entrance Requirements.—Pupils who have completed the common school course of study as outlined in the State Course of Study for Elementary Schools and who have received a pupil's diploma certifying the same, or a teacher's certificate to teach, will be admitted to the Elementary Course without examination; but such pupils must satisfy the Registrar or the Credentials Committee by documentary evidence or otherwise of the fact of their completing said course. Pupils having appointments but not having such diploma or certificate, will be required to satisfy the Registrar or the Credentials Committee by examination or otherwise, that they have completed the said course in a satisfactory manner, or they will be required to take all or a part of the Preparatory Course herein outlined. Before pupils are eligible to appointment for free tuition, they must be at least sixteen years old, of good moral character, and they must have completed the common school course of study.

Ends in View.—The Elementary Certificate Course has been planned with the following distinct ends in view:

1. To acquaint the prospective teacher with the various subjects and parts of subjects that can be and should be taught in the different grades of a country school.

2. To give her a grasp and knowledge of subject matter beyond what she is expected to teach.

3. To acquaint her with the best known devices and methods used in organizing a school and teaching the classes under actual rural conditions.

4. To give her confidence, ease and skill in teaching the different subjects.

5. To lead her to read books and other helps in her work and to increase her knowledge of the various sources from which she can gather material to aid in teaching.

6. To make her acquainted with the State Course of Study, its plans, its ideals and its uses.

7. To give her some experience in planning and teaching lessons under supervision.

8. To make her better acquainted with the relations between the rural school and the community it serves, and to reveal to her how the school may aid in building a richer community life.

Subjects Studied.—Every subject in the Elementary Course has been put into it for pragmatic or practical purposes; but whatever cultural or disciplinary value a given subject may have will be capitalized.

Four Questions.—The four questions following will be called to the attention of the pupils in this course:

1. Why is a given subject in the course?

2. What parts of a subject should be taught to a given class at a given time? Why?

3. How best teach a subject at a given stage of development in a given environment?

4. How may the results of teaching be tested so that the teacher may know that she is securing desired results?

INTERMEDIATE CERTIFICATE COURSE A

First Term	Second Term	Third Term
Biology 1	Psychology 2	Method 2 or School Administration
Expression 2	English 4	English 5
Algebra 3	Biology 2	Geometry 1
History 4	History 5	History 6
Latin 1	Latin 2	Latin 3
	Physical Education	Music 2

Fourth Term	Fifth Term
Observation and Participation	Home Economics 2 or Manual Training 2
English 6	Handwork 2
Geometry 2	Agriculture 2
History 7	Drawing 2
Latin 4	Latin 5
Music 3	

Substitutes.—Manual Training is taken by men instead of Home Economics. Women may not take Manual Training except with the permission of the President. Bookkeeping or Shorthand may be substituted for Home Economics or Manual Training, and Typewritting may take the place of one or more drills with the consent of the President.

Intermediate Course B

In this course, substitute Physics 1, 2, 3 and Chemistry 1. 2 for the five courses in Latin. Also substitute Geometry 3, Agriculture 3, 4, 5 for Method 2, Biology 1, 2 and Home Economics 2.

Either Home Economics or Manual Training may be substituted for the Agriculture in Course B. The first term in each is required as preparatory to entrance upon the course. This work is designed for students who have already taken some studies in a Smith-Hughes high school and purpose continuing that character of course, Students who take this course are expected to take the Advanced Course.

Satisfactory completion of the work of the previous courses leads to the State Intermediate Certificate. This certificate, authorized by law, is good for four years to teach in any public school in the State without examination. Three terms, one of which may be Summer Term, must be spent in resident study before any one can secure this certificate, no matter what credits he may have. If the work is done wholly in Summer Terms, four terms will be required for certification. It is possible for the well prepared student to complete the work for the certificate in one normal year of forty-eight weeks, if all the work is done in residence.

Applicants for the Elementary or Intermediate Certificate may, under certain conditions, substitute temporarily four (4) major credits from an advanced course but not for common branches and no two in same subject.

Aims in the Course.—The aims of the Intermediate Certificate Course are two: 1. To prepare teachers for the elementary grades of the schools of the State, rural, village and urban. 2. To enable teachers to complete the last two years of high school at the same time they are working out the certificate.

Entrance Requirements.—Pupils who have completed the Elementary Course or any eight high school units in the Normal School, or who have completed the first two years of any standard high school, or the equivalent, enter the Intermediate Course without conditions and without examinations; but they must furnish the Registrar or the Credentials Committee with documentary evidence of the completion of such work or be required to submit to necessary tests.

Types of Pupils.—Pupils who enter the Intermediate Course from the Elementary will take the said Intermediate Course as outlined in the foregoing. Those who enter from the 10th grade of a standard high school will be credited with the work done in high school only so far as it fits into the purposes of the course; they will also be required to take the courses in education outlined in the Elementary Course, in this way prolonging, possibly, the time required to secure the certificate.

Course B.—Pupils who take "Course B" are understood to be completing their high school work as a preparation for a special advanced course and not for the purpose of securing the Intermediate Certificate. If such pupils desire to secure the certificate, it will be necessary to modify the course so as to secure the standard amount of work in education.

ADVANCED CERTIFICATE COURSE

First Year

First Term	Second Term
Introduction to Teaching	Psychology 3
English 7 or Expression 3	English 8
Geography 4	Geography 5
Plane Trig. or Arithmetic 4	History 8 or 19
Third Term	**Fourth Term**
Psychology 4	School Administration
English 9	English 10
Physiology 4	Latin 6
History 9	Civics 3

NOTE.—The course above is planned for two types of students: (1) Students who have completed the regular Intermediate Course. (2) Four year graduates of high schools. The former take the whole course as listed; the latter take the same course, adding the drills, but taking the alternate subjects when they are listed.

Second Year

First Term	Second Term
Observation and Participation	Practice 1
Grammar 4 or English 11	Method 3
Agriculture 7	Chemistry 3 or Physics 3
Latin 7	Latin 8
	Geometry 3 or Algebra 4

Third Term	Fourth Term
Practice 2	Principles of Education
History of Education or	Rural Community Problems
Educational Measurements	H. E. 3 or M. T. 3
Chem. 4 or Physics 4	Latin 10
Latin 9	

Students who have had the full Elementary and Intermediate Courses with us will have all the necessary minor subjects completed.

High school graduates who enter directly upon the Advanced Certificate Course may be required to take the ten additional hours' work selected from the courses offered in the minor subjects; Penmanship, Drawing, Music and Handwork. These courses count 1¼ hours for each term.

Physical Education for four terms, three times per week, will be required of all students in the Advanced Course.

The completion of the above courses leads to the State Advanced Certificate. This certificate, authorized by law, is good for three years to teach in any public school in the State without examination. It becomes a State Life Certificate after three years are spent in successful teaching.

Four year high school graduates who complete the first and second terms' work are entitled to an Elementary Certificate; and such graduates are entitled to an Intermediate Certificate when they complete the First Year's work.

Twenty weeks must be spent in resident study before any one can secure the Elementary Certificate; thirty weeks must be spent in such study before one can secure the Intermediate Certificate, and forty must be spent in resident study before any one can secure this certificate, no matter what credits he may have. Satisfactory practice teaching in the Normal is prerequisite to this certificate. If all the work for the Advanced Certificate is done in residence, it will require eight terms of ten weeks each to complete it.

The Advanced Course as herein outlined has been planned specifically for teachers in the 7th, 8th or 9th grades. Modi-

fications of this central course will be made to prepare teachers for the following kinds of teaching service: (1) Primary, Grades one and two; (2) Intermediate, Grades three to six inclusive; (3) Rural—Grades one to eight inclusive. This central standard course will be modified further to enable students to specialize in certain subjects so they may teach them in high schools.

ALL CLASSES OFFERED TWICE A YEAR

The three certificate courses—Elementary, Intermediate and Advanced—contain approximately 100 different and regular classes. The various changes in and additions to the courses in order to provide for different types of teaching service increase this number to a considerable extent.

The classes in the Elementary and Intermediate Courses, approximately thirty each, are distributed among five terms' work, about six classes to the term. The forty classes, approximately, in the Advanced Course, are distributed in two years' work with four terms to the year.

"Eastern" undertakes to offer the entire 100 classes at least twice each year during the first four terms. During the fifth, or summer term, such a part of the 100 classes as there is a demand for will be offered; and, in addition, quite a number of special or elective classes.

All the classes listed elsewhere for the first and third terms will be offered during both the first and third terms, and all classes listed for the second and fourth terms will be offered during both the second and fourth terms, i. e., if a subject be listed for the fourth term, e. g., it will be offered also during the second term. All classes listed for the fifth term in the Elementary and Intermediate Courses will also be offered at least twice a year.

Prospective students may depend upon the foregoing absolutely in selecting the terms they desire to attend. In the event only of there being too small a demand for a given class during a given term, will such classes be cancelled; and if a class which a student has a right to expect to find running be cancelled, such student will be permitted, temporarily at least, to substitute some other class for the one cancelled.

The foregoing are the rules. "Eastern" undertakes, however, to offer any advertised course during any term provided there be a sufficient reasonable demand. (Not fewer than 10 students.) Pupils should not, therefore, be deterred from coming to school at the beginning of any term because the courses desired are not listed. It would be a good idea if such students would write us before coming and inquire whether subjects not advertised will be offered during a given term.

The student body during the fifth, or Summer Term, differs in many ways from the attendance in any other term. It is made up to a great extent of two types of students: Teachers who have been teaching during the year; and students who are remaining during the Summer Term to complete some course. Of course, there are many others, but these are two of the largest groups. Such being the case, the Fifth Term is becoming more and more a professional term. In order to accommodate the varied student body during this term, "Eastern" offers all of the courses in education for which there is any reasonable demand, most of the courses in English, all the drill subjects, and such courses from the other departments as experience has taught us will be wanted or for which there develops, after the term is organized, a reasonable demand. In addition to the regular listed courses offered during the Summer Term, "Eastern" offers many others which can not here be outlined.

CLASSES OFFERED DURING FIRST SEMESTER

Arranged by Terms and Courses

I. Elementary Course:

First Term

Psychology 1
English 2
Arithmetic 2
Nature Study
History 2
Expression 1 (5)
Physical Education 1

Second Term

Method 1
English 3
Arithmetic 3
Agriculture 1
History 3
H. E. 1 or Man. Tr. 1 (5)
Physical Education 1

Third Term

Management 1
Grammar 2
Algebra 1
Geography 2
Civics 2 (5)
Penmanship 2
Drawing 1

Fourth Term

Observation 1
Grammar 3
Algebra 2
Geography 3
Physiology 2 (5)
Handwork 1
Music 1

II. Intermediate Course:

First Term	Second Term
Biology 1	Physiology 2
Expression 2	English 4
Algebra 3	Biology 2
History 4	History 5
Latin 1	Latin 2
Physics 1	Physics 2
Agriculture 3	Agriculture 4
Agriculture 2 (5)	Latin 5 (5)
Music 2	Music 3
Physical Education 2	Physical Education 2

Third Term	Fourth Term
Method 2	Observation and Participation
English 5	English 6
Geometry 1	Geometry 2
History 6	History 7
Latin 3	Latin 4
Chemistry 1	Chemistry 2
Home Economics 2 (5) or Manual Training 2 (5)	Agriculture 5
Physics 3	Geometry 3 (5)
Handwork 2 (5)	Drawing 2 (5)

First Year

III. Advanced Course:

First Term	Second Term
Introduction to Teaching	Psychology 3
English 7 or Exp. 3	English 8
Geography 4	Geography 5
Plane Trig. or Arith. 4	History 8 or 19

Third Term	Fourth Term
Psychology 4	School Administration
English 9	English 10
Physiology 4	Latin 6
History 9	Civics 3

Second Year

First Term	Second Term
Observation and Participation	Practice 1
Grammar 4 or English 11	Method 3
Agriculture 6	Chem. 3 or Physics 3
Latin 7	Latin 8
	Geometry 3 or Alg. 4

Third Term	Fourth Term
Practice 2	Principles of Education
History of Education or Educational Measurements	Rural Community Problems
Chem. 4 or Physics 4	H. E. 3 or M. T. 3
Latin 9	Latin 10

CLASSES OFFERED DURING FIRST SEMESTER

Arranged by Subjects and Terms

I. Education:

First Term	Second Term
1. Psychology 1	Method 1
2. Management 1	Observation 1
3. Biology 1	Psychology 2
4. Method 2	Observation and Participation
5. Introduction to Teaching	Psychology 4
6. Psychology 3	School Administration
7. Observation and Participation	Practice 1
8. Practice 2	Principles of Education
9. History of Education	Rural Community Problems

II. English:

1. English 2	English 3
2. Expression 1	Expression 1, 2 and 3
3. Grammar 2	Grammar 3
4. Expression 2	English 4
5. English 5	English 6
6. English 7 or Exp. 3	English 8
7. English 9	English 10
8. Grammar 4	

III. Mathematics:

1. Arithmetic 2	Arithmetic 3
2. Algebra 1	Algebra 2
3. Algebra 3	Geometry 3 or Alg. 4
4. Geometry 1	Geometry 2
5. Plane Trig. or Arith. 4	

IV History or Civics:

1. History 2	History 3
2. Civics 2	Civics 3
3. History 4	History 5
4. History 6	History 7
5. History 9	History 8 or 19

V. Science:

1. Geography 2	Geography 3
2. Geography 4	Geography 5
3. Biology 1	Biology 2
4. Physics 1	Physiology 2
5. Physics 3	Physics 2
6. Chemistry 1	Chemistry 2
7. Chemistry 3	Chemistry 4 or Physics 4
8. Physiology 4	

VI. Agriculture:

1. Agriculture 2	Agriculture 5
2. Agriculture 3	Agriculture 4
3. Agriculture 6	

VII. Home Economics:

1. Home Economics 2	Home Economics 1
2. Home Economics 4	Home Economics 3
3. Home Economics 5	Home Economics 6

VIII. Manual Training:

1. Manual Training 2	Manual Training 1
2. Manual Training 4	Manual Training 3
3. Manual Training 5	Manual Traning 6

IX. Latin or Foreign Languages:

1. Latin 1	Latin 2
2. Latin 3	Latin 4
3. Latin 7	Latin 5
4. Latin 9	Latin 6
5.	Latin 8
6.	Latin 10

X. Drills:

1. Physical Education 1	Physical Ed. 2
2. Handwork 1	Handwork 2
3. Drawing 1	Drawing 2
4. Music 1	Music 2
5. Penmanship 2	Music 3

ADJUSTMENT BETWEEN DEPARTMENTS REGARDING SPECIALIZATION

1. Entrance requirements and advanced courses for pupils majoring in other departments than education shall be based on the following classification of the departments into groups:

a. Classical group: Including English, Expression, Foreign Languages, History, Art and Music.

b. Scientific group: Including Education, Natural Sciences, Mathematics and Physical Education.

c. Industrial group: Including Agriculture, Home Economics, and Manual Arts.

2. For all groups, fifteen high school units are required for entrance; including three units of English, one of algebra and one of plane geometry.

3. For the classical group, entrance credits must include four units of English, and six of history and foreign languages with not less than three of either.

4. For the scientific group, entrance credits must include two units each of history and foreign languages, and six of natural sciences and mathematics; with not less than three of either.

5. For the industrial group, entrance credits must include one unit of physics.

6. A student will be regarded as specializing when his application is approved by the heads of the major department, minor department and the Dean.

7. A student majoring in any other department other than education, must take ten hours in English, twelve hours

in Education (except in industrial major courses), ten hours in his minor subject, and from sixteen to twenty hours in his major subject. In the industrial group, six hours only of Education are required.

8. Electives not prescribed in the foregoing rule, must be distributed over all three groups, and over five departments. All electives must be acceptable to the head of the major department.

9. Each prescribed course must be acceptable to the heads of the major department, minor department and the Dean.

10. Any head of a department shall have the right to challenge the certification of any pupil who has not complied with the terms of this adjustment.

11. No elementary or intermediate certificate shall be granted to advanced students for the fulfillment of any portion of a special course, unless the courses which he has taken would warrant his certification under the regular course.

12. Deficiencies in entrance requirements in particular departments to the extent of not more than two units may be made up after entrance, with the consent of the head of the major department; provided that courses taken for this purpose shall not be counted in the minimum prescription.

SPECIAL COURSES

Outlined to Prepare Teachers for Special Kinds of Teaching Service.

I. PRIMARY—GRADES I AND II.

This course is identical with the standard course except in the following respect. For teachers proposing to teach in those grades, the standard course will be modified by special work in those grades in observation, special methods and practice teaching. The electives in education will be made to bear directly on primary work. One term in English will deal with children's literature. The work in method will be primary methods of teaching numbers, nature study and geography, reading, language and story work. The ideal is to prepare skilled primary teachers, and no effort will be spared to accomplish that result.

II. INTERMEDIATE—GRADES III TO VI, INCLUSIVE

In like manner the standard course will be modified to prepare teachers for efficient service in the intermediate grades. Method work will deal specifically with intermediate grade methods of teaching arithmetic, nature study, history, juvenile literature and geography. One term in English will deal specifically with literature suitable for these grades. Observation, special method and practice teaching will be modified to prepare teachers for service in these grades.

III. RURAL SCHOOLS—GRADES I TO VIII, INCLUSIVE

In order to prepare teachers for this most difficult and most important service, the standard course is modified in several very material respects. The work in method, management, observation and practice teaching is in each and all planned from the standpoint of the rural school. The topics in arithmetic are made to suit their rural environment; in fact, all the subjects in the course of study are considered from the rural viewpoint in order that country children may be taught in terms of their own life. In addition, students in this course

will be given courses in rural economics or rural sociology in order to prepare them for social service, community work. No effort will be spared to prepare teachers for efficient service in this exacting field. The satisfactory completion of this course will be a fair preparation for the work of rural supervision or even for county superintendent.

IV. SPECIAL ELECTIVE COLLEGE COURSES

College students are permitted to major in the regular college subjects, other than education, in accordance with the following rules:

1. A maximum of twenty (20) semester hours in the major subject.

2. One minor subject other than Education and English with ten (10) semester hours.

3. Minimum of 12 semester hours in Education except in the Agriculture Course.

4. Minimum in English ten (10) semester hours.

5. In order to avoid small classes and the resulting increased cost of administration the principles of alternation within the departments and the correlation between departments are used to the limit of efficiency.

6. The classes for students specializing in different subjects are organized on the semester basis.

7. The Special Elective College Courses are merely modifications of the standard course to enable the student to do enough work in one or two subjects, e. g., History and Mathematics, to enable him to teach such subjects in high school. These courses are offered in response to the demands of the high schools of the State. Only strong, selected students will be permitted to take these elective courses, and such courses will not be offered to classes of fewer than ten students.

8. Students electing one of these special courses will be in charge of the head of the department in which he is majoring. Such department head will advise and direct the student in making out his course of study always under the general rules, and with due regard to the courses offered in the other departments.

9. All department heads are expected to cooperate with each other in making out courses of study for specializing students.

10. Special curricula have been prepared by the heads of the various departments which will be furnished students on request.

11. Students may specialize in strict accordance with the foregoing in any one of the general or special departments.

RULES OF THE STATE UNIVERSITY

Group Requirements—Freshmen and Sophomore Years

Education and Philosophy ..... 6 hours
English ..... 6 to 12 hours
12 hours if only 3 units of entrance are presented.
Foreign Languages (Latin or Modern Language) ..... 6 to 18 hours
6 hours in one language if 3 or more units of entrance are presented; 12 hours if only 2 units of entrance are presented; 18 hours if only 1 or no unit of entrance is presented.
History and Social Science ..... 6 to 12 hours
12 hours, including 6 hours in history, if no entrance unit in history is presented.
Mathematics and Physical Sciences ..... 6 to 10 hours
Mathematics, Physics, Chemistry, Geology, Astronomy.
Biological Sciences ..... 6 hours
Botany, Entomology, Zoology, Bacteriology, Physiology.

For the completion of the above course a minimum of 64 hours is required.

A student is required to carry each semester work amounting to at least 14 hours exclusive of gymnasium. He may carry, without special permission, 16 hours, exclusive of gymnasium. A freshman is not allowed to carry more than 16 hours during his first semester.

Errata and Omissions

Page 11—Line 31—"Charles A. Keith, B. A. and M. A., Dean of Men"

Page 15—Line 5—"Hembree"

Page 15—Line 7—"Telford, Deniston"

Page 15—Line 16—"Deniston"

Page 16—Line 5—"Florence Lewis"

Page 17—Between lines 3 and 4—"Junior.....R. A. Foster"

Page 30—Lines 36 and 37—"A signifies excellent work; B, good work; C, average work; and D, poor work."

Page 40—Line 20—"When board is paid for less than a term"

Page 57—Line 47—"History of Education or"

Page 58—Line 16—"Chemistry 4 and 5, or Physics 4 and 5, or Biology 1C or 2C"

Page 58—Line 20—"VIII. Phys. Ed. (Four terms, four times a week.)"

Page 64—Line 4—"Chemistry 4, or Physics 4, or Biology 1C"

Page 64—Line 11—"Chemistry 5, or Physics 5, or Biology 2C"

Page 67—Line 40—"Chemistry 4, or Physics 4 or Biology 1C"

Page 67—Line 44—"History of Education, or Rural Community Problems"

Page 67—Line 44—(Fourth Term) "Educational Measurements"

Page 67—Line 47—"Chemistry 5, or Physics 5, or Biology 2C"

Details of Courses of Study

I. GENERAL DEPARTMENTS

1. Education.
2. Agriculture.
3. English.
4. History and Social Science
5. Latin and Modern Language
6. Mathematics.
7. Science.

1. Department of Education

Mr. Donovan Mr. Lewis Miss Reid
Mr. Jayne Mr. Edwards

REQUIRED COURSES

Psychology 1—(Education 1).—This is an elementary course in psychology. First, the relation existing between biology, physiology, and psychology will be explained. A careful study of the central nervous system will be made, followed by an investigation of how the brain gathers, records, and reproduces experience, analyzes and synthesizes it, and expresses it in conduct. The purpose of this course is to give the student a knowledge of the simplest types of human behavior and an understanding of psychological terminology. (One-third unit.)

Method 1—(Education 2).—A careful study of the technique of teaching will be made. The State Course of Study will be the text used in this course, supplemented by the Baltimore County Course of Study and Kendall & Myrick's book, "How to Teach the Fundamental Subjects." Emphasis will be placed on what to teach and how to teach. An opportunity to plan and teach a few lessons in the training school may be given students in this course. (One-third unit.)

School Management 1—(Education 3).—The first course in school management deals with problems of school and classroom organization and control. Emphasis will be placed upon a study of the pupil, the relation of the teacher to the curriculum, governing and maintaining morals, lesson assignment, the recitation, teaching how to study, measuring the work of the school, the meaning of educational statistics, attendance records, reports and the personality of the teacher. (One-third unit.)

Observation 1—(Education 4).—This course is required of all students who have not completed a four-year high school course and who are working for the Elementary Certificate. The work is arranged so that the student spends at least one-half the time observing the work of the critic teacher in the classroom and the remainder of the time in discussion of the methods and practices observed and practice teaching in the rural schools. All observation is directed so that students know what to look for in each recitation. Note books are required that may be a help to the student teacher when she tries out in her own school the methods, devices, projects and classroom procedure noted in the Training School. (One-third unit.)

Psychology 2—(Education 5).—This course is a continuation of the work done in the first term of Psychology. A study of the laws of learning and their application to the teaching process will be made. A text book will be used as well as much reading required in the library. (One-third unit.)

School Administration—(Education 6).—This course includes a study of the school laws of Kentucky with special emphasis upon the county administration law, attendance law, certification of teachers, and the report of Kentucky Survey Commission. One purpose of the course is to familiarize students with the most modern movements in public school administration. The class will study consolidation, taxation, the school budget and distribution of school

funds, vocational education and guidance, an adequate system of records and reports; and the duties and responsibilities of school boards, superintendents, principals, supervisors, attendance officers and teachers. (One-third unit.)

Method 2—(Education 7).—This course will deal with methods of teaching various subjects in the curriculum of the elementary school, together with a consideration of important aims and principles which influence method. Special attention will be given to the teaching of reading, literature, language, composition and spelling in the first four grades.

Observation and Participation—(Education 8).—This is a course preparatory to "practice teaching" and is taken during the term immediately preceding practice teaching. The purpose of the course is to prepare the student for his practice teaching; and, therefore, he will be required to spend at least four hours each week in systematic, directed observation of class work; and, toward the close of the term in active participation in class room exercises. This course is in the immedate charge of the Superintendent of the Training School, who will meet all "observers" once each week for the purpose of giving them specific instruction for their work in practice teaching the following term.

Introduction to Teaching C—(Education 9).—An introduction to teaching. This is an orienting course aiming primarily to fulfill a guidance function by furnishing the student with such information as will aid him in the selection of a specific curriculum. The differences among the various types of teaching service will be made clear, especially as regards the specific qualities essential to success in each type of work. For this purpose instruction will be correlated with numerous visits to the Training Schools. Such visits will be under the immediate direction of the head of the department of education.

While a study of the types of teaching and the selection of a specific curriculum are the main purposes of this course, they are by no means the only ones. Students taking the course will be led to observe and to study problems of housing and equipment, questions of discipline and school management, in fact, the course may be said to constitute an inductive study of the school as a whole. It is based on the idea that "one seeing is worth ten tellings." It is a preparation for everything that follows; and, therefore, is offered the first term of the course in the institution. (One hour.)

Psychology 3C—(Education 10).—An elementary course combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief empahsis should be upon: (a) instinctive tendencies; (b) habit formation; (c) memory, association, and economy of learning; (d) the effective life; and (e) the thought-processes.

Psychology of the Elementary School Subjects 4C—(Education 11).—This course includes: (1) A thorough and complete analysis of all psychological processes involved in the learning of a given subject, or in the acquisition of skill in it, and of the order and manner in which these processes intermesh. (2) The devising of means by which these processes may be measured and tested so that the facility in their operation may be determined quantitatively. (3) The discovery of the most economical procedures by which each particular step in the entire process may be developed. (Two hours.)

Method 3C—(Education 12).—The project method of teaching will be the subject of this course. What constitutes the socialized recita-

tion will be given serious consideration. A study of those projects and problems in which children are interested will be made. Students will be required to plan lessons according to the project method. The projects in which the rural school children are interested will differ somewhat from those which interest city children. Both types will be studied. A text will be used in this course and the students will be required to read many of the interesting magazine articles which have been prepared on this special method of teaching. (Two hours.)

Educational Measurements C—(Education 13).—This course involves a study of achievement tests and scales and their application in the measuring of the work of the schools as well as a diagnosis of results discovered by a measurement. The students in this course will study the method of measuring the elementary school subjects. In measuring the arithmetic, Courtis' Tests, Woody's Arithmetic Scale, Stone's Reasoning Test, Monroe's Reasoning Test, etc., will be used. The Thorndike Reading Scale, Monroe's Standardized Silent Reading Test, etc., will be used in connection with the reading. The Ayres' Spelling Scale, the Ayres' Writing Scale, the Thorndike Writing Scale and numerous other standardized tests will be studied and used by the students of this course. Measuring the Results of Teaching by Monroe will be the text used. (Two hours.)

Rural Community Problems C—(Education 14).—This course deals with the problems of rural community life and organization as seen and handled by the thoroughly socialized rural school. The historic development of the rural community will be studied as an introduction, followed by a careful consideration of the rural school as the organizing center for the upbuilding of home, the church, social life, economic interests, public utilities and civic ideals.

PRACTICE TEACHING I AND II (EDUCATION 15 AND 16)

Two terms or five "semester hours" of practice teaching are required in the institution. This means one hundred hours of actual teaching plus approximately one hundred hours of preparation for the class work, such as observation, lesson planning, conferences with critic teachers, and the Superintendent of the Training School, etc.

By special arrangements with the Dean and the Superintendent of the Training School the student may do his entire practice teaching in a single term, in which case it becomes the dominating feature of his work. A half day will be spent in the Training School; and the teaching of at least two different subjects will be carried through the term.

The practice teachers will be given training in recess supervision, keeping of school room records, visiting the homes of pupils, meeting with parent-teachers' clubs, the handling of noon-day lunches, etc.

Students who expect to teach in the rural schools will be given their practice in the Model Rural School on the campus so far as practicable.

Practice Teaching 1C.—(Education 15)—During the first term—ten weeks—in practice teaching the student will be required to prepare lesson plans and to teach classes in all the eight grades of the common school. From two to three weeks will be spent with each critic teacher. One hour (fifty minutes) each day will be spent in practice teaching; and, in addition, the student will be required to meet a critic teacher each day to go over her plans for the succeeding day and to receive criticism on the work of the day. Once each week—on Saturdays—the Superintendent of the Training School

meets all the practice teachers for a conference and general discussion of their problems. An effort is made during the first term of practice teaching to "discover the teacher" in order that she may specialize the following term. (Two and one-half hours.)

Practice Teaching 2C.—(Education 16)—This course differs from the first term in practice teaching in that the student is permitted and encouraged to specialize in one or two grades. Otherwise, the administration of the courses is the same. In addition to teaching in one or two grades, the student will be encouraged to spend as much time as possible in observation in chosen grades, and in reading in the library along a chosen line. Students in this course will be permitted to visit the city schools in Richmond and to do a limited amount of substitute teaching in them. No effort will be spared to make good teachers of our graduating students. (Two and one-half hours.)

History of Education C.—(Education 17)—This course comprises a complete survey of the History of Education, beginning with eastern nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development of educational theories. Middle Ages are treated in a general way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated more fully. The course ends with study of Herbert Spencer among European educators and Horace Mann and his significance in American education. The method of work used in this course is a combination of recitation and lecturing. Students do a good deal of outside reading and keep a note book of their reading matter and lectures. (Two hours.)

The Principles of Education C—(Education 18).—This is an integrating course intended to bring together into an organic whole—and to interpret them—all the details of educational theory and practice represented by the preceding courses, and to leave the student a unified body of educational doctrine. The course will involve a discussion of such topics as the definition of education; the aims of education; the development of various conceptions of educational values; the orgin and present status of certain controverted questions of educational theory, such as doctrine of interest; the relation of liberal to vocational education; the doctrine of formal discipline; the formal steps of teaching, etc., etc.

This course follows practice teaching and parallels or follows the course in the History of Education. It is in the immediate charge of the head of the department of education, and marks the conclusion of the student's work in the school just as "Professional Guidance" introduced her to the professional work of the institution. (Two hours.)

ELECTIVES IN EDUCATION

Psychology 5C.—(Education 19)—Elective. This course deals with man's equipment of instincts and capacities; the operation of the laws of learning; and individual differences and their causes (Two hours.)

Psychology 6C.—(Education 20)—Elective. In this course a study of mental measurements will be made. The use of group and individual intelligence tests will be demonstrated. Special attention will be given to the gifted, the retarded, and the mentally defective. The class will examine the efforts being made to adjust the course of study to the needs of these children. (Two hours.)

Library Methods C.—(Education 24.)—This course is intended for the student who wishes to get a better understanding of modern library methods and for the prospective teacher who wishes to connect more vitally the school and the library as a cooperative means of education. It is expected that by actual participation in library work the student will acquire a working knowledge of library methods and the means of rendering available all possible information as well as love and respect for books. The chief object of the course is to aid teachers in the selection and care of books and material for their school libraries and to enable them to make a more intelligent use of this library.

The course will include: accessioning, bibliography, classification cataloging, use of reference books and magazine indexes, use of State Superintendents' lists, traveling libraries, cooperation between public library and public school and between teachers and Kentucky Library Commission. Practical problems based on the lectures will be given from time to time to be worked out in the library. (One-half hour.)

ELECTIVES

Introduction to High School Teaching.—(Education 21).
Special Methods.—(Education 22).
The Junior High School.—(Education 23).
These courses will be offered when there is a demand for them.

2. Agriculture Department.

Mr. Cox Mr. Carter

Agriculture 1H.—Required for the Elementary Certificate. This course deals with the fundamental principles in the field of Agriculture including studies in crop production, soils, animal husbandry, and horticulture. (One-third unit.)

Agriculture 2H.—Required for the Intermediate Certificate. A study of the principles of soils and soil fertility. (One-third unit.)

Agriculture 3H.—Farm Crops. A study of the common cereal and forage crops, seed identification, crop requirements, injurious insects and plant diseases. (One-third unit.)

Agriculture 4H.—Animal Husbandry. A study of the common farm animals, including their feeding and management. (One-third unit.)

Agriculture 5H.—Farm Management. Organization of the farm, types of farming, rental systems, and other phases of the management of the farm (One-third unit.)

Agriculture 6C.—A general course in agriculture for those students in the Advanced Certificate course who have had no previous work in Agriculture. (Two hours.)

Agronomy 1C.—(Agriculture 7)—A study of the principal cereal crops in relation to their adaptation, culture, improvement, storage and marketing. (Two and one-half hours.)

Agronomy 2C.—(Agriculture 8)—The principal forage crops in relation to their adaptation, culture and improvement. (Two hours.)

Agronomy 3C.—(Agriculture 9)—Soils. The origin, formation, classification and physical properties of soils, requirements of crops, plant foods, losses and gains of plant food, fertilizers and other factors of soil fertility. (Two and one-half hours.)

Agronomy 4C.—(Agriculture 10)—Soils. Continuation of Agronomy 3C. (Two and one-half hours.)

Animal Husbandry 1C.—(Agriculture 11)—Types and breeds of farm animals, including studies in their adaptation and improvement. (Two hours.)

Animal Husbandry 2C.—(Agriculture 12)—Continuation of Animal Husbandry 1C. (Two hours.)

Animal Husbandry 3C.—(Agriculture 13)—A study of feeds and the feeding of animals. (Two hours.)

Dairy Husbandry 1C.—(Agriculture 14)—Breeds of dairy cattle, their care and feeding, milk production, and the testing of milk for butter fat and adulterations. (Two and one-half hours.)

Horticulture 1C.—(Agriculture 15)—Fruit production, grafting and budding, harvesting and marketing. The laboratory work emphasizes the actual practice in pruning and spraying of trees. (Two and one-half hours.)

Horticulture 2C.—(Agriculture 16)—Vegetable gardening. Home and market gardening, construction of hot beds and cold frames, culture, storage, and marketing of vegetables. (Two hours.)

Farm Mechanics 1C.—(Agriculture 17)—The common farm machines and motors. (Two and one-half hours.)

3. English Department.

Mr. Foster **Mrs. Deane**

English 1H.—(Composition)—This is a practical course in the elements of oral and written composition. After a brief review of grammar the attention of the class is directed to the essentials of composition and to the rules of punctuation and of paragraphing. Then follow oral and written exercises in the subjects of description, exposition and narration. In this course, careful attention is paid to the study of words, the methods of acquiring a good vocabulary, and the use of figures of speech. The class is also required to write many business and social letters.

English 2H.—(Composition)—This course is a continuation of English 1H. In addition to frequent brief themes in description, exposition, and narration, daily exercises in oral composition are required. These oral exercises consist of memorizing and reciting before the class passages of poetry and narrating simple household tales, stories from the Bible, classical myths, and stories from history and biography. There is a constant practice, also, in punctuation, in the acquiring of a vocabulary, in sentence and paragraph structure, and in the various forms of letter writing. This is a strictly professional course. One third unit. (Two hours.)

English 3H.—English 2 and 3 constitute a semester in English Composition. English 3 is, therefore, but a continuation of English 2 and follows it immediately. See description of English 2.

English 4H.—(American Literature)—This course constitutes a thorough study of the representative selections of the several periods of American life, in which the national and spiritual life is portrayed. Attention will be directed to the life and character of the author, especially in the interpretation of American ideals and aspirations through his productions. (One-third unit.)

English 5H—.(English Literature)—The literature of the English nation up to the classical period is studied in a similar manner as that described in English 4, the emphasis being placed upon its interpretation of English national life.

English 6H.—(English Literature)—This is a continuation class of English 5 in which the literature of the latter periods of the English nation is studied. Both of these classes will place stress upon the literature produced more than upon history of the subject. English 5 is a prerequisite. (One-third unit.)

English 7C.—(Shakespeare)—This is a course in Shakespeare and the English drama. After a brief study of the origin of the English drama, the miracle plays, the moralities, the interludes and the immediate predecessor of Shakespeare, careful attention will be paid to Shakespeare as a playwright; and a detailed study will be made of his greatest tragedies. There will be lectures, discussions, and reports in connection with a consideration of the characteristics and the theory of the tragic drama of Shakespeare. (Two hours.)

English 8C.—(Composition)—A brief review of punctuation, grammar and rhetoric, and a thorough study of the form of exposition. Weekly themes will be required, and time devoted to the reading and analysis of representative prose selections. (Two hours.)

English 9C.—(Composition)—A continuation of 8, including a study of narration and description. Much time will be given to theme writing and correction. A study of methods of vitalizing composition and methods of theme correction will be made in the last five weeks. (Two hours.)

English 10C.—(English and American Classics)—The work offered in English 10 is a thorough study of a few of the masterpieces of English and American poetry and prose. The classics to be studied will be selected by the instructor after a careful consideration of the wishes of the class. A few lyric poems, a play or two of Shakespeare, and one or two short stories will be included in this study. (Two hours.)

English 11C.—This course is similar in purpose to English 2 in the Elementary Course. The class will review the essentials of composition and work out methods of presenting the same. It is essentially a method course designed to train teachers to teach the subject of composition thoroughly and well in the grades, and the first two years of the high school. (Two hours.)

English 12C.—(Literary Criticism)—The purpose of the course is to give prospective English teachers ideas of what to look for in the study and interpretation of literature. It also considers the function of literature and its right to be in the curriculum. Required of English Majors, elective to others. (Two hours.)

English 13C.—(The English Bible)—This course is intended to lead to a more intelligent interpretation and appreciation of the great literature of the Bible. A large part of the Bible will be read outside class, and certain of those that are especially rich in literary value, will be studied intensely. Elective. (Two hours.)

English 14C.—(Browning)—A study of Browning's chief lyrics, narratives, monologues and dramas, together with the Ring and the Book. Elective. (Two hours.)

English 15C.—(Contemporary Literature)—This is primarily a reading course of representative selections of the modern drama, the novel and the short story. Its aim is to give the student acquaintance with recent literature and to enable him to be a better judge of what he reads. Much library work will be required. Elective to seniors. (Two hours.)

English 16C.—(Lyric Poetry)—A thorough study of this form of literature. Its aim is to lead the student to a fuller appreciation of good poetry, and to recognize the importance of a full memory in the teaching of literature. Elective. (Two hours.)

Grammar 1H.—This is an elementary class for students not sufficiently advanced to enter the higher classes in grammar.

Grammar 2H.—This course is planned to give teachers a surer knowledge of grammar, emphasizing the difficult points, using, in addition to the text adopted, other texts to give new light and interest. The parts of speech, their properties and special functions, are studied exhaustively, thus furnishing a training in the process. (One-third unit.)

Grammar 3H.—The work in this course embraces a thorough study of the verb and its difficult forms, the verbals, all phases of analysis and sentence structure, supplemented by frequent composition, diagramming, its purpose and place in grammar, letter writing, emphasizing accuracy, correctness and skill in expression. (Two hours.)

Grammar 4C.—In this course, the essentials of grammar will be reviewed and methods of teaching the same carefully worked out. The design of this course is to prepare high school graduates to teach the subject of grammar thoroughly and well in the grades, as well as to teach it in high school. (Two hours.)

4. Department of Citizenship.

Mr. Keith **Mr. Robinson**

HISTORY, CIVICS AND SOCIAL SCIENCE

History 1.—A course in United States History of common school level. It is, in fact, a review of history as taught in the common schools of the state. This course is credited to students who have completed the common school course.

History 2H.—This is a course in the history of the United States of high school level. In this course the plan is to cover the ground included in the first half of a good high school history of the United States; that is, from the beginning of the history of America up to Washington's administration. (One-third unit.)

History 3H.—A second term's work in high school history of the United States in which the text is completed. This is to a considerable extent a method course in which the prospective teacher will be taught how to organize and present the facts of United States History as it should be done in the schools. (One-third unit.)

History 4H.—(Greek)—The Eastern Mediterranean to 146 B. C. is a course of high school rank, and work done in any of the standard high schools will be credited in the Normal. The rise of the various civilizations is traced. The kinds of goverments of the Ancient World are studied, the social, educational and artistic contributions to the succeeding ages are noted. Those things which influence modern thought and living are given preference. (One-third unit.)

History 5H.—(Roman)—The work of this course is to cover the period to 476. The rise of Rome to the center of world history, the territorial growth and constitutional development are taught. The influence of Greek culture is noted. The rise of the empire to include the civilized world, and its decay, are studied. The idea of holding to those principles that endure into the modern times is kept up. (One-third unit.)

History 6H.—This is the first term's work in English History. It covers the period of time beginning with the coming of the Romans down to the Renaissance and the Reformation under the Tudors. In this course especial attention will be given to the main points of

political and constitutional history, stressing such subjects as the struggle of the Church against the State and of the Barons against the King under the Normans, the growth of the jury system, the courts and the parliament. (One-third unit.)

History 7H.—Is a second term's work in English History in which the text is completed. A special study will be made of the political revolution under the Stuarts and the great reforms under the Hanoverians. Magna Carta, the Petition of Right, and the Bill of Rights, together with the Act of Settlement are treated as corner stones of England's constitutional edifice. Both courses of English History are intended to serve as a background for a better understanding of American History. (One-third unit.)

History 8C.—(Medieval)—It shall be the purpose of this term to give the student a survey of the period between the fall of Rome and the discovery of America. The idea of continuity of history is preserved by considerations of the Generality of the Barbarian Migrations, the Church and Empire as rival institutions. Mohammedanism versus Christianity, Feudalism, the Crusades, the growth of towns, growth and consolidation of most of the nations of Europe, the Renaissance and the Reformation. (Two hours.)

History 9C.—(Modern)—A study will be made of the Religious Wars, with the resultant gains of Protestantism. The rise of England as a colonial power, the new scramble for colonial possessions at the end of the nineteenth century, world problems of various kinds, the growth of liberty through such landmarks as the Puritan Revolution, the American Revolution, the French Revolution, on down to and including the recent World War, are a few of the big topics of this term's work (Two hours.)

ELECTIVES IN HISTORY

History 10C.—This is an elective coures of college work in Kentucky History. It will attempt to give the student a fairly thorough knowledge of the History of the Commonwealth and at the same time to give a new interest in this history through its relation to the larger history of the nation (Two hours.)

History 11C.—This course is considered as a substitute for History 3 for teachers especially interested in the intermediate grades, third to sixth, inclusive. It is a study of the content of the courses in history recommended for the intermediate grades by the Committee of Eight of the American Historical Association. (Two hours.)

History 12C.—A course considered as a substitute for History 3 for students who decide to specialize in the seventh and eighth grades. It is a study of American History to the adoption of the Constitution, with particular reference to the primary and secondary sources that may profitably be used in supplementing the text in the upper grades. (Two hours.)

History 13C.—This is a term's work in current American History. it is an attempt to give the student a good knowledge of the last decade of American History as well as an idea of how to study it. The course will attempt to give the student a broader appreciation of the larger affairs of the world, leading citizens of our country and American leaders in world problems. (Two hours.)

History 14C.—This course will take up in an intensive way a special period of European History, as for example the Puritan Revolution under Cromwell, the French Revolution and Napoleonic Period, or the Era of Reforms in England, and study it in a detailed way. The main purpose of this course is to give the student an idea of the

intensive study of history. Free use of the library will be made. The students will have a choice in the selection of the period to be studied and the class will be conducted somewhat on the socialized plan of recitation. (Two hours.)

History 15C.—This is a course tracing the progress of democracy. It is an attempt to trace the rise of nations of the world and to show what each nation has contributed to or detracted from popular government; a final attempt will be made to show that the recent World War was a war to decide the future of world liberty. (Two hours.)

History 16C.—This is a current course on the World War and the problems of reconstruction. In this course an intensive study of the causes, campaigns and results of the Great War will be made. The opportunity will be given to students to get a clear understanding of the main issues of the war and of the reconstruction now going on. It is a valuable course and should be of assistance to the student in getting hold of the broad problem of the world and of human life. (Two hours.)

NOTE.—Other elective courses in History will be offered upon demand by agreement between the head of the department and the students.

History 17C.—(Rural Economics)—This is a course especially designed for students who are making a special study of rural education and the rural school. In this course will be shown the relations existing between the productive distribution and consummation of wealth on the one hand and the problem of the education of the country people on the other. A text book of the grade of Carver's Rural Economics will be used. (Two hours.)

History 18C.—(Rural Sociology)—The course in Rural Sociology, like the course in Rural Economics, is offered especially for the benefit of students who are making a special study of rural education, rural life and rural schools. A fairly careful study will be made of the rural social organizations in different parts of the United States and comparisons will be made with the organizations in some of the countries of Europe. (Two hours.)

History 19C.—This course is to the Advanced Course what History 3 is to the Elementary Course. The class is made up exclusively of high school graduates and of those who have had the equivalent of a high school education. It is a course in United States History in which are pointed out the essential facts of history and the method of organizing those facts. The student who completes this course should be conscious of the important things of history, the methods of organizing those things and the best methods of presenting them in the class room. (Two hours.)

History 20C.—This course will cover the period from about 1890 to the present time. It will attempt to give the student an idea of the power of America, through a study of its "Big Business;" to bring out in clear relief the standing of America among the nations of the earth; to enumerate as fully as possible the ideals for which America stands and to show thereby the destiny that should belong to America. It will be a course in patriotism. (Two hours.)

Civics 1.—This is a course in Elementary Civics covering the fundamental aspects of the subject as presented in the adopted text book in use in the Kentucky schools. This course is of common school level but will be presented in a stronger way than is usually done in the common school. The purpose of this course is to give teachers an advantage to review the subject and to prepare those who are not well enough prepared to take up the subject in Civics 2.

Civics 2H.—This is a course in advanced civics and is of high school level. As it is a method course, it is not given off to students who have studied civics in the high school. While the course is spoken of as high school level, the method of presenting it will be a combination of the high school and college plans. The work is presented by outline, and some of the leading questions of government are studied. Consideration is given to the growth of our government, the framework of the Constitution, the three departments, with the interrelations, checks and balances; and several of the leading questions before the American people today are studied, in order to give the student of today—the voter of tomorrow—a vital interest in important civic affairs.

The State Government of Kentucky is studied, including the work of courts, juries and officers of municipalities, county and state. Sometimes the work is made real by the organization of courts, assemblies and legislatures in the class. (One-third unit.)

Civics 3C.—This course will rank equal to a college course in introductory Political Science. The purpose of the course will be to make a comparative study of the governments of the world, pointing out their relations and comparisons with the American Government, and noting their strength and their weakness. One purpose of this course will be to prepare the student to combat extremist views of government of all kinds, as, for example, Bolshevism. In all our History and Civics teaching, we try to proceed on the principle that we are dealing with citizens, and that an important aim is to help make better citizens. We mean to link class work closely with life. (Two hours.)

Civics 4C.—It will be the work of this course to try to bring the student face to face with his relation to society and his duties in carrying out the privileges of intelligent citizenship. The work will be centered on American and Kentucky citizenship of today. As will be seen, the course in Civics 4 is a continuation of Civics 3, in which the student goes more deeply into the problems presented in Civics 3. (Two hours.)

5. Department of Latin and Modern Languages.

Dr. Grinstead **Mr. Foster** **Mr. Caldwell**

DEPARTMENT OF FOREIGN LANGUAGES

The work in foreign languages prescribed by the Normal Executive Council comprises: (a) Five courses, or one and two-thirds units, for those who enter the Intermediate Course without any foreign language; and (b) five courses, or ten semester hours, for those who enter the Advanced Course from the Intermediate with one and two-thirds units of Latin, or from an accredited high school with two or more units of Latin or modern languages.

The Intermediate Course in Latin will normally comprise Courses 1 to 5. The substitution of French or other modern language for Latin in this course may be made only with the approval of the President.

The courses to be taken by advanced pupils will be determined by the head of the department for each pupil, according to his high school training and the grades in which he expects to teach. Generally speaking, the following will be the requirements for particular classes of pupils:

(1) Pupils majoring in vocational subjects under the Smith-Hughes Act are not required to take any foreign language.

(2) Pupils entering from the Intermediate Course with one and two-thirds units of Latin should take the following sequences: (a) Latin 6; (b) Latin 16; (c) the Cicero courses (7, 8, 9), or the Vergil courses (11, 12, 13). In special cases Latin 10 may be substituted for one of the courses in these sequences.

(3) Pupils entering from an accredited high school with only two units of Latin should take sequences b and c in the foregoing item, with the addition of Latin 10.

(4) Pupils entering with three units of Latin, or with four units (if not intending to teach in high school), should take the following sequences: (a) Latin 10 and 16; (b) Foreign Languages 21; (c) two courses in Education, English or History; but such courses must be specifically approved in each case by the head of the department of foreign languages. The Vergil or the Cicero courses, if not offered for entrance, may be substituted for sequences b and c.

(5) Pupils entering with four units of Latin, and intending to teach in high school, should take (a) Latin 10, 15 and 16; (b) Foreign Languages 21; (c) an approved course from another department, as described above.

(6) Pupils majoring in some other academic department may reduce the amount of foreign languages on terms agreed by the heads of the two departments and approved by the President.

(7) Pupils majoring in foreign languages will be expected to enter with four units of Latin and two of modern languages. They will then take not less than sixteen hours nor more than twenty of foreign languages, as prescribed by the head of that department, with a corresponding reduction in other departments, under agreement similar to that mentioned in the foregoing item.

All advanced courses presuppose a reading knowledge of the languages offered for entrance, and the head of the department reserves the right to require of any pupil such courses or such supplementary work as will make up any deficiencies in this respect.

COURSES IN LATIN

First Year Latin (Courses 1, 2, 3): 1 Unit

Latin 1.—The indicative system; the first three declensions of nouns, adjectives and pronouns; the fundamental case constructions; reading, vocabulary drill, inflection and the writing of Latin. (One-third unit.)

Latin 2.—The elementary principles of word-formation; adjectival, adverbial and pronominal forms and uses; the relative clause; infinitives; comparison; reading, inflection and the writing of Latin. (One-third unit.)

Latin 3.—The first-year work completed; subjunctive, participal and verbal constructions; the complex sentence; indirect discourse; reading, vocabulary drill, inflection, and the writing of Latin, and general preparation for Caesar. (One-third unit.)

The course in Latin 3 is semi-professional, in that pupils who have finished the high school course, and who expect to teach in high school, are expected to take it. College credit is given for it, under certain conditions. Special attention is given to the project method in beginning Latin, and to the relation of Latin to English word and sentence structure.

The first year's work (Latin 1, 2, 3), with one additional term prescribed by the head of the department, may in special cases be taken for college credit, at the rate of two semester hours per course, by pupils who enter from an accredited high school with two units of a modern language and no Latin.

Second Year Latin (Caesar; Courses 4, 5, 6): 1 Unit

Latin 4.—The Helvetian War (Caes. B. G. I. 1-29), or an equal amount of other easy narrative, with vocabulary, inflection and composition drill. (One-third unit.)

Latin 5.—The Belgian War (Caes. B. G. II), with vocabulary, inflection and composition drill. (One-third unit.)

Latin 6.—Selection from B. G. I, and III-VII, or from other narrative prose or poetry. Much rapid reading at sight is done; the historical content is emphasized; and special attention is given to the hisotrical background, and to the work of Caesar in laying the foundations of Latin civilization in western Europe, and establishing the Rhine as the frontier against the German barbarians. (One-third unit, or two hours.)

Third Year Latin (Cicero; Courses 7, 8, 9): 1 Unit

Latin 7.—The Oration for the Manilian Law, with special attention to the early life of Cicero, and to the place of Pompey in Roman history. (One-third unit, or two hours.)

Latin 8.—The consulship of Cicero, as revealed in the Orations against Catiline, the Letters, and Sallust's Catiline. The first and third orations are read, with other material at sight or in special assignments. There is regular composition based on the text. (One-third unit, or two hours.)

Latin 9.—The career of Cicero after his consulship, as seen in the Oration for Archias and other speeches, and in the Letters. Special attention is paid to the personality of the man, and to his place in Roman letters and thought. (One-third unit, or two hours.)

Fourth Year Latin (Vergil; Courses 11, 12, 13): 1 Unit

Latin 11.—Aeneid I, with special attention to the metrical reading of Latin verse. (One-third unit, or two hours.)

Latin 12.—Aeneid II-III, with special attention to Greco-Roman mythology and art. (One-third unit, or two hours.)

Latin 13.—Aeneid IV, VI, and selections from Vergil's other works, or from other Augustan poets; with special attention to Vergil's place in Roman literature, and to his conception of the religious and political mission of Rome. (One-third unit, or two hours.)

The courses in Cicero and Vergil are given in alternate years. The Vergil courses will be given in 1921-2; the Cicero courses in 1922-3.

COLLEGE COURSES IN LATIN

Latin 10C.—Ancient Society. A course of lectures and assigned library readings in English, dealing with the structure and development of society in the ancient Mediterranean lands. The lectures trace the origins of the ancient commonwealth in the tribal societies

of the early Semitic and Mediterranean races; the rise of city and territorial states; and the overshadowing of these by the great empires of antiquity. After an outline study of the more important political, social, economic and religious institutions of Greco-Roman imperialsm, the course of decay is followed, culminating in the state of society in the Christian Germanic kingdoms of the late fifth century. (Two hours.)

Latin 14C.—Latin Prose Composition. A study of the syntax of high school Latin, with special reference to the difficulties of the high school student. There are daily exercises in prose composition from a standard text, supplemented by class lectures and discussions, and by material from current periodicals, and from the student's own composition. Students are advised to take Latin 16 before undertaking this course. (Two hours.)

Latin 15C.—Observation and Method in First Year Latin. A strictly professional course for pupils who enter from an accredited high school with four units of Latin, and who expect to teach in high school. Those who enter this course will also enroll for Latin 1, 2 or 3, in which they will observe the methods followed, and occasionally assist in the conduct of the class. (Two hours.)

Latin 16C.—Latin-English Word Formation. A study of the vocabulary of high school Latin, and particularly of those methods of word formation which have been adopted into English. The course is prefaced by a historical study of the development of literary and popular Latin, the decay of Latin, the rise of Romance and particularly of the French language, the development of the English to the time of Shakespeare, and the influence of Latin and French upon English. (Two hours.)

Latin 17C.—Livy: The Hannibalic War, Books XXI-XXII. (Two hours.)

Latin 18.—Horace: The Odes and Epodes. (Two hours.)

Latin 19.—Ovid: Selections. (Two hours.)

Latin 20.—Terence: Phormio. (Two hours.)

GENERAL COLLEGE COURSES IN FOREIGN LANGUAGES

Foreign Languages 21C.—Linguistic Psychology. A course of lectures, library readings, and class discussions, treating of the origins of language in the race and the individual; the manner in which the mind functions in talking or listening; the origin and nature of written speech; and the elements of the psychologcal problems confronting the teacher of English or of a foreign language.

Any courses which may be established in the department of education, dealing with the linguistic process in general; in English, dealing with comparative grammar or comparative literature; or in History, dealing with the social aspects of French civilization, may be recognized by this department as the equivalent of foreign language courses; but the acceptance of such courses will depend in each individual case on the consent of the head of this department.

COURSES IN FRENCH

First Year French (Courses 1, 2, 3): 1 Unit.

French 1.—Conversation and pronunciation; the elementary structure of the French sentence, particularly of the verb stress group. Reading and writing of easy material, prepared at sight, or from dictation. (One-third unit, or two hours.)

French 2.—The method of the previous course, extended and enlarged; completion of the commoner tenses of the regular and common irregular verbs; and the reading of about 50 pages of easy stories. (One-third unit or two hours.)

French 3.—Completion of the first year work, with about 100 pages of easy stories. The indicative and conditional systems completed; the principles governing the inflection of irregular verbs; and a review of noun, adjective, pronoun and prepositional idioms. (One-third unit, or two hours.)

Second Year French (Courses 4, 5, 6): 1 Unit

French 4.—Reading of an easy French novel or play, with further study of sentence structure, and writing from dictation. (One-third unit, or two hours.)

French 5.—A somewhat more difficult novel, with extension of grammatical study, and attention to word formation. (One-third unit, or two hours.)

French 6.—A third novel or play, with a review and synthesis of word and sentence structure, especially in comparison with English. (One-third unit, or two hours.)

The courses in second year French comprise about 300 to 400 pages of easy reading, with suitable practice in inflection, writing from dictation, and French composition. The main attempt however will be to develop the habit of rapid and accurate reading. Texts will be selected from time to time in accordance with the needs of the class. These courses may under certain circumstances be taken for college credit in lieu of Latin.

COLLEGE COURSES IN FRENCH

French 7C.—Corneille's Le Cid; Racine's Andromaque. (Two hours.)

French 8C.—Moliere's Le Bourgeois Gentilhomme; Hugo's Hernani. (Two hours.)

French 9C.—French lyric poetry. (Two hours.)

French 10C.—French short stories. (Two hours.)

French 16C.—Scientific French. A rapid reading course, designed to prepare students with two units or more of high school French for advanced study of French scientific material, particularly in education. Special attention is given to the rapid grasping of the French verb stress-group, to vocabulary, and to the principles of French word formation. (Two hours.)

COURSES IN SPANISH AND GERMAN

On sufficient demand, courses will be established in Spanish and German, parallel with those in French.

6. Department of Mathematics.

Mr. Caldwell Mr. Boothe

Our first aim in this department will be to give every student completing any subject a mastery of all the principles involved. To accomplish this, a representative portion of every phase of the various subjects will be considered. Our second aim will be to give careful training in the best methods of teaching. To accomplish this, all board and tablet work must be models of neatness, showing logical arrangement. Our special aim will be to train the student in habits of orderly thinking. To accomplish this, we shall take special care that all thoughts be expressed in clear statements without superfluous words or useless repetitions.

As arithmetic is the one branch of mathematics that most of our students will be expected to teach, we must make careful demands on all in our classification. Very few on entering will receive credit in either Arith. II or Arith. III.

Arithmetic 1.—This in one of the courses of the preparatory course designed for students who have not satisfactorily completed the common school arithmetic; the State-adopted text is used in this course. The essentials of the text book will be reviewed and mastered.

Arithmetic 2H.—This course is essentially a content course although attention will be continuously called to the method of teaching it. A high school text will be used and about half of it mastered. (One-third unit.)

Arithmetic 2H.—(Special 1)—In this class mental analysis of problems will be order of the hour. Pupils will be trained in the solution of problems according to the once popular method of the former "Intellectual Arithmetics." (One-third unit.)

Arithmetic 2H.—(Special 2)—Devoted to a study of rural life problems. (One-third unit.)

Arithmetic 3H.—This course is a continuation of Arithmetic 2. The same text book is used and completed. Much attention is given to method. The attention of students will be called to the parts of arithmetic that ought to be taught in the common schools of the State. It is essentially a method course, designed to prepare teachers to teach in the rural schools. (One-third unit.)

Arithmetic 3H.—(Special 1)—Methods of rapid calculation and abbreviated forms of solution will be presented. Business Arithmetic will receive special attention. (One-third unit.)

Arithmetic 4C.—This is a course in arithmetic designed for high school graduates in the advanced course. Many of the students in this class will not have had arithmetic since they were in the grades. Hence the purpose of the course is a review of the essentials of arithmetic and a study of the methods of presenting the same. Students who have had Arithmetic 2 and 3 in the Elementary Course, will not be required to take this course but may elect some other methematics.

Algebra 1H.—Simple addition, subtraction, multiplication, division; problems involving the parenthesis and substitution; abstract integral simple equations with one unknown; concrete problems developing the simple integral equation and factoring with its applications. (One-third unit.)

Algebra 2H.—Review of factoring; fractions; simple fractional equations with one unknown, simultaneous equations with two or

more unknowns, involution and evolution. Graphs and Concrete analysis problems will receive special attention. (One-third unit.)

Algebra 3H.—Theory of Exponents, Radicals, Quadratic Equations and general review of principles of Algebra I and Algebra II. (One-third unit.)

GEOMETRY

It will be our aim in the comparatively short time devoted to Geometry to train the student in representative portions of all problems and theorems found in the average text; so that any one completing our course will be able to teach the subject with success. However, to all prospective teachers of Geometry, we recommend the election of Geometry IV. This course will be offered not only for teachers but also for any others who for any reason may wish additional thoroughness.

Geometry 1H.—This course will include, besides a careful introduction to the subject, the simple problems and theorems connected with perpendicular and parallel lines, Triangles, Quadrilaterals, Polygons, the Circle and Loci. In this course much care will be used that the student be able from given premises to grasp new ideas and defend each by the proper law. Many original problems will be assigned. (One-third unit.)

Geometry 2H.—Theorems and problems connected with Ratio and Proportion, similar figures, Areas of Polygons in general; theorems and problems concerning the regular Polygon. There will be much original work in this course. (One-third unit.)

Geometry 3C.—This course will embrace a representative portion of the various theorems and problems found in the average text in Solid Geometry. (Two hours.)

TRIGONOMETRY

Trigonometry 1H.—This course will include the essential work of plane Trigonometry and will form an excellent basis for surveying (One-third unit.)

EXTRA MATHEMATICS

Algebra IVC.—College Algebra. (Two hours.)

Algebra VC.—College Algebra. (Two hours.)

Geometry IVC.—A course intended for prospective teachers. It will emphasize Method, giving special attention to original problems and theorems. It will include also the more difficult portions of the model demonstrations of the text, especially with those dealing with indirect proof and method of limits. (Two and one-half hours.)

Trigonometry IIC.—Spherical Trigonometry. (Two and one-half hours.)

Analytical Geometry IC.—Two hours.)

Analytical Geometry IIC.—Two hours.)

Differential Calculus Integral Calculus.

7. Department of Science

Mr. Smith Mr. Cox Mr. Carter Mrs. Deane

With the progress of civilization Science becomes of greater importance. The chemistry and the physics of the home, the farm, and the factory are of very great importance today. Botany and biology, through a more careful study of the fundamental principles of plant improvement and growth are materially aiding in the production of the world's supply of food. Physiology and hygiene have become of vast importance in preserving the health of the nation and in preventing enormous loss of life from tuberculosis and typhoid fever. Nature study seeks to know the best in nature to the end of doing those things that make life most worth living. As a nation we are losing our appreciation of nature because of our commercialism. Nature study serves to keep alive this little spark of love which was planted in us by a Divine Being and which brings us to a closer appreciation of the things about us. The geography of the world, of commerce, and of industry is very essential to the continued happiness and prosperity of our people.

Physiology 1.—This term's work will consist of Elementary Physiology and will include Hygiene, Sanitation, First Aid and Surgical Dressing. Much attention will be given to the study of preventable diseases and the conditions that will bring about their control. Instruction and drill will be given in First Aid and Surgical Dressing with a view to making them as practical as possible. A number of experiments and tests will be made by the pupil and a carefully prepared notebook will be required.

Physiology 2H.—This will be a heavy term's work and will require some previous study in physiology to enter the class. A careful study of the anatomy, physiology and hygiene of the human body will be made. Many experiments will be performed and tests made. A large number of microscopic slides will be used in the study of the tissues, organs and parts of the body. Some work in comparative anatomy will be done on the cat, rabbit and the frog. A carefully prepared notebook must be made by each pupil. School and personal hygiene will also receive careful attention. (One-third unit.) (Two hours.)

Physiology 3H.—Designed for intermediate pupils and consists of a course in hygiene and sanitation which can be applied in the schools and the homes of our State.

Physiology 4C.—Physiology 4 is a course in Sanitation and Hygiene, designed primarily to train the teachers to take care of their own health and that of their students. It is primarily a health course. In addition to health, the purpose of this course is to train teachers how to teach the subject in their schools. (Two hours.)

Nature Study H.—In order that we may study nature at first hand, much time will be spent in the field. Some of the most interesting features of the work will be early morning bird study, strolls over the campus, excursions to Richmond lake, Peyton cave, Boonesboro, Cowbell Hollow, Pilot Knob, East Pinnacle, and other places of interest. We have a properly equipped room in which we use hundreds of lantern slides for the illustration of lectures and for class room demonstration. Our slides are of the finest quality and cover a large range of subjects in nature. Special attention will be given to the study of trees, birds, flowers, fruits and insects. A collection of fifty insects and one hundred flowers, plants and leaves will be made by each pupil. Each specimen must be pressed, mounted and labeled. (One-third unit.) (Two hours.)

Nature Study C.—This course should consist of advanced work in nature study that is designed to acquaint the pupil with environmental material of a more advanced type. Collections of insects, fruits, medicinal plants, classes of wood, kinds of soil, photographs, pressed or dried specimens of the cryptogams, fossils, nests, and many other interesting things in nature. Many excursions will be planned and some work will be offered in photography and slide making.

Botany 1H.—This term's work will include a study of Morphology, Physiological Botany, Ecology, and Systematic Botany. The text will be supplemented by experiments, tests, drawings and descriptions of the various parts of the plant and its fruit. Several field excursions will be planned and each pupil will be expected to collect, analyze, press and mount fifty flowers representing at least twenty-five families. Special attention will also be given to fertilization, pollination, and the production of fruit. (One-third unit.)

Botany 2H.—This term's work will be confined largely to the study of cryptograms. The mosses, lichens, liverworts, horsetails, algae, ferns and fungi will be carefully studied. Poisonous and medicinal plants, plant diseases and sectioning will also receive considerable attention. Each pupil will be expected to make a small collection of permanent microscope slides. A carefully prepared notebook will be required of each pupil. (One-third unit.)

Geography 1, the Earth as a Globe.—This course is designed especially for a review of the principles of geography, dealing largely with the following topics: Form, size, motions, latitude, longitude, seasons, zones, etc.

The second half of the term is given to a regional and detailed study of the North American continent. Such facts as will give an all round knowledge of the continent are taught—topics: political divisions, coast lines, topography, climate, resources, development of its cities and industries and distribution of inhabitants.

Geography 2H.—Study of the Continents.—This course is a continuation of the study of the continents.

Europe is taught as a basal continent, and the individual country as the basis, because the political boundary lines make the nation the natural unit for study.

Second half term deals with the important features and facts of Asia, Africa and Australia. In this course emphasis is placed upon the methods of preparation and presentation. (One-third unit or two hours.)

Geography 2H.—(Special 1)—A course covering the phases of geography that are important in the intermediate grade program. One laboratory period a week is given to the study of environmental material. (Two hours.)

Geography 2H.—(Special 2)—General geography with the emphasis upon the subjects taught in the seventh and eighth grades, illustrating the teaching of geography as a science. One laboratory period each week will be given to laboratory exercises or to field trips. (Two hours.)

Geography 3H.—(Physical Geography 1)—An introductory course supplemented by reading, illustrated lectures, and some laboratory work. (One-third unit.)

The topics discussed are: erosion, deposition, flood planes, atmosphere, currents, winds, relief forms, rainfall, climate, etc.

The equipment is new and modern, consisting of a stereoptican and stereoscopes, with pictures beautiful and incomparably useful, illustrating things which are beyond the range of immediate study; globes, the newest maps, and a reference collection of minerals, rocks and fossils.

An important and attractive number of new authoritative geographical books have just been added to the library.

Geography 4C.—(Economic Geography)—A course placing the emphasis on the principles of commerce—concentration of industries, transportation, government and governmental activities in the commercial world. It is a study of the "world at work." A text is used as a guide in sorting the material and presenting the laws controlling commercial transactions; but the securing of data from government bulletins and reports, magazines, clippings, etc., relating to the "New Era" and the live questions is daily practiced. (Two hours.)

Geography 5C.—This is a course in geography for advanced students and bears the same relation to the Advanced Course that Geography 2 bears to the Elementary Course. Simply stated, the course will be made up of a review of the essential facts of geography, a proper method of organizing those facts and the best ways and means of presenting those facts in the grades. In other words, it is to teach teachers how to teach geography.

Geography 6C.—(Advanced Geography or Geology)—Elective—This course is a continuation of Physiography 1 along more advanced lines. The work is given in greater detail, and emphasis is placed upon man's geographical environment and his conscious reaction upon the same. It is recommended for teachers who are preparing for work in high schools. (Two hours.)

Geography 7C.—(Latin America)—This is a study of the position, topography, climate, natural resources, the Latin American markets, railway expansion, etc.

Text used as a basis for the work, supplemented by the use of "The Bulletin of the Pan-American Union," published in Washington, D. C. This bulletin discusses the promotion of financial and commercial relations between the United States and Latin America, and is therefore valuable as being the most up-to-date material available. (Two hours.)

Geology 1C.—A study of events occurring during the successive periods in the earth's history. The subjects, therefore, are:

I. The kinds of rocks.
II. Geological causes and their effects.
III. What the rocks tell of history. (Two hours.)

Geology 2C.—This term's work will consist of a strong course in historical geology with laboratory, notebook and field excursions.

Physics 1H.—This term's work will include a study of the properties of matter, mechanics of solids, liquids and gases. Each pupil will perform thirty-six experiments and keep careful notes. A great effort will be made to make the subjects as practical as possible. A visit to the gas plant and flour mill will be made. (One-third unit.)

Physics 2H.—This term's work will include a study of the nature, laws and phenomena of electricity, magnetism, sound and light. A trip will be made to our own electric plant, the electric planing mill, the printing press, and to other places where electric power is used. Each pupil will be required to perform thirty-six experiments and keep careful notes. (One-third unit.)

Physics 3H.—This term's work will consist of the application of the principles of Physics to every day life and a more extended study of some of the elements already touched upon. Laboratory work will consist of the making and setting up of classroom apparatus.

Chemistry 1H.—This term's work will consist of a study of the non-metallic elements with their combinations, reactions and the laws governing such chemical unions. Thirty-six experiments will be performed by each pupil and careful notes kept. (One-third unit.)

Chemistry 2H.—The second term's work will include a study of the metallic elements, with their combinations, reactions and the laws governing them. We also include in this term's work the chemistry of the orchard, milk and its care, human and animal foods, plant production, fertilizers, soil, clothing and paints. Each pupil will be expected to perform 36 experiments and make a carefully prepared notebook. (One-third unit.)

Chemistry 3H.—This term's work will consist of qualitative analysis in which the pupil will analyze 10 knowns and 20 unknowns keeping careful notes on same.

Physics 4C.—This term's work will include a careful study of matter, energy, physical measurements, kinematics, dynamic and mechanics of fluids. The laboratory work will consist of 36 experiments with carefully prepared notes. (Two hours.)

Physics 5C.—This term's work will include a careful study of sound and heat with their application to our various needs. Laboratory work will consist of 30 experiments with careful notes. (Two hours.)

Physics 6C.—This term's work will consist of the study of light with its application and the instruments used in adapting it to our needs. Laboratory work will consist of 30 experiments with careful notes. (Two and one-half hours.)

Physics 7C.—This term's work will include a study of magnetism and electricity with a careful study of the various instruments used in applying them to the needs of our modern civilization. Laboratory work will consist of 36 experiments with careful notes. Text for these college courses will be Carhart's New College Physics. (Two and one-half hours.)

Chemistry 4C.—This term's work will include the qualitative analysis of 10 known simple solutions and 20 unknown simple solutions. The reactions involved in these solutions must be written up and careful notes kept. (Two and one-half hours.)

Chemistry 5C.—This term's work will consist of the qualitative analysis of 20 unknown compound solutions and 10 unknown compound solids. The reactions involved must be carefully written out and full notes kept. (Two and one-half hours.)

Chemistry 6C.—This term's work will be largely synthetic, and will include the preparation of several reagents used in regular laboratory work, the preparation of tinctures, the reduction of refractory solids to solutions and the forming and testing of alloys and amalgams. Careful notes shall be kept. (Two and one-half hours.)

Chemistry 7C.—This term's work shall be devoted to the study of the organic compounds of the hydrocarbon series. Laboratory work will consist of both analysis and synthesis among these compounds. (Two and one-half hours.)

Chemistry 8C.—This term's work will consist of the quantitative analysis of several compounds and a careful study of the principles

that underlie such analysis. Careful notes will be taken and a note book will be prepared. (Two and one-half hours.)

Chemistry 9C.—This term's work will consist of the qualitative analysis of several of the more complex compounds and careful study of the rules and principles that underlie their successful determination. A note book will be carefully prepared. (Two and one-half hours.)

Biology 1C.—Designed primarily as a basis for the courses in psychology and sociology as well as for the courses in physiology, nature study, agriculture, etc. The emphasis is upon the broader principles of growth and development with especial attention to the theory of evolution and the law of heredity. A laboratory period (two class hours) each week will be devoted to simple laboratory exercises or to field trips and the study of environmental material. The latter part of the course will be devoted to a study of the nervous system. (One third unit or two hours.)

Biology 2C.—This course is devoted largely to microbiology with plenty of laboratory work.

II. SPECIAL DEPARTMENTS.

1. Art.
2. Expression.
3. Home Economics.
4. Industrial Arts.
5. Music.
6. Physical Education.
7. Commerce.

1. Art Department.

Miss Gibson Mr. Boothe

DRAWING

Drawing 1H.—This covers the work of the first, second, third and fourth grades for one year and includes the following:

1. Construction work—paper cutting and folding.
2. Color work in crayon, water colors and pencil.
3. Mother Goose rhymes illustrated.
4. Original drawings of games, etc.
5. Correlation of drawing and language work.
6. Perspective drawing.

Drawing 2H.—Work covered in fifth, sixth, seventh and eighth grades, as follows:

1. Principles of perspective.
2. Conventional designing.
3. Original designs for book covers, wall paper, etc.
4. Drawing from still life.
5. Study of birds and flowers.
6. Illustrative of some familiar poem.
7. Constructive design.

Drawing 3C.—Advanced—1. Copy work from good pictures.

2. Special designing for decoration of china.
3. Pen and ink work.
4. The study of the human figure and pose drawings.
5. Sketching from nature.

Drawing 4C.—Method—In this class we learn to teach drawing after having taken the required three terms' work. This includes the following:

1. Making monthly outlines.
2. Making lesson plans.
3. Class criticism and suggestions.
4. Student teaching before class of fellow students.
5. Story telling and illustrating.
6. Picture study—from the old masters.
7. Mounting and preparing specimens of work for exhibition and school room decoration.

Throughout all four terms artists and their work are discussed one period each week.

Drawing 5C.—Industrial drawing, Decorative Designing, Printing in Blocks, Lettering.

Drawing 6C.—Interior decoration of houses. This work is made practical, to be applied in homes kept up by a modest income.
Designing of costumes for women and children.

Drawing 7C.—Painting in Oils; Pastel Painting; Art History.

Drawing 8C.—China Painting; Pottery Designing; Modeling in Clay; Art History.

At least two terms of drawing are required before students can enter drawing 4, 5, 6, 7 or 8.

PENMANSHIP

Penmanship 1 and 2.—Penmanship will be offered in two terms Penmanship 1 and Penmanship 2. The Palmer method is taught. Much stress is placed upon a free, easy, rapid, arm-movement, coupled with a simple, distinct form of writing. Much attention is given to Method in Penmanship. There is a growing interest in this subject, and many skillful teachers are being sent out.

Penmanship 3 and 4.—Penmanship 3 and 4 will be offered for any who desire to pursue this subject further. This is principally Ornamental Penmanship. A splendid opportunity is offered along this line for those who want to specialize in this subject. A diploma in this course is a recommendation as a teacher of penmanship. In addition to this, a Course in Lettering will be offered.

Each course in this department has a credit value of one-sixth unit.

2. Department of Reading and Public Speaking.

Miss Miller

EXPRESSION 1

Voice.—Correct breathing, basic principles of right vocal habits, voice control, tone production, articulation, pronunciation, modes of utterance, quality of voice, inflection and time.

Gesture.—Exercises in preparation for spontaneous gesture and co-ordination of mind and muscles; poise and harmonious movement.

Evolution of Expression.—Volume I, in which is offered a careful study of literary analysis and drill upon a wide range of selections for individual results. To promote natural growth in animation, smoothness and volume, creative power and atmosphere through the stimulation of sympathy and understanding.

Daily Recital.—Platform recitation for criticism and guidance. (One-third unit.)

Required for Elementary Certificate.

EXPRESSION II

Voice.—Continuation of Expression I, with more difficult charts and voice exercises on which to work.

Gesture.—Exercises for grace; foot and arm gesture chart.

Evolution of Expresion.—Volume II, in which are famous orations, scenes from noted plays; selections of prose and poetry; humor and pathos.

Daily Platform Recital.—Student presentation of prescribed work before the class for criticism and guidance. (One-third unit.)

Expression I and II required for Intermediate Certificate.

EXPRESSION IIIC

Voice.—Same as Expression I.

Gesture.—Exercises in preparation for spontaneous gesture and co-ordination of mind and muscles; exercises of grace. Foot and Arm Gesture Chart.

Evolution of Expression.—Volume I, in which are offered a careful study of literary analysis and drill upon a wide range of selections for individual results, to promote natural growth in Animation,

Smoothness and Volume; famous orations and selections of prose and poetry; humor and pathos.

Daily Platform Recital.—Presentation of prescribed work before class for criticism and guidance. (Two hours.)

Required of graduates from accredited high schools who are candidates for Advanced Certificates.

Expression IV, V and VI are elective.

EXPRESSION IVC

Voice.—Relation of voice to imagination and emotion, as an interpreter of mental states.

Gesture.—(As an Art)—In relation to forms of literature and dramatic significance in oral interpretation. The effect of emotion upon gesture. Head chart.

Evolution of Expression.—Volume III and IV.

Daily Platform Recital.—For criticism and guidance of famous soliloquies and selections from the noted classics. (Two hours.)

EXPRESSION VC

Story Telling.—Opportunities for practice in Story Telling. Selection, preparation and adaption of material for grades.

Daily Platform Recital.—Of famous orations, student's delivery of his own orations, extemporaneous addresses, public speaking and debating.

EXPRESSION VIC

Fulton and Trueblood's Philosophy of Expression.

Dramatics.—Observation and participation in coaching, designing of stage settings, lighting, costuming and presentation of plays in the Little Theatre Club.

Daily Recital.—Planning of repertoire for recitals and entertainments of all kinds of dramatic nature. Preparation and presentation of scenes from plays in which two, three or more characters hold the stage. Practice coaching.

STUDENTS SPECIALIZING IN EXPRESSION

This is a course offered to those who wish to specialize in the art of Expression with the purpose of becoming a teacher of the work or a concert reader.

Before a certificate can be granted in this work, it is necessary that the candidate complete the prescribed course in Expression I, II, III, IV, V and VI; compose and act two pantomines at least ten minutes in length; have a repertoire of not less than fifteen readings, the reading of an entire play and one public recital.

3. Department of Home Economics.

(To be selected) **Miss Rice**

Home Economics 1H.—A course in elementary food and clothing designed to acquaint the prospective teachers with these subjects and to prepare them to teach them in the elementary schools. The principles involved in cooking, in the selection of foods, and in planning and preparing meals will be taught. In clothing, the fundamental stitches and their application to undergarments will be taught. A course required for students who are taking the Elementary Certificate Course. (One-third unit.)

Home Economics 2H.—This course is a continuance of Home Economics 1. In foods emphasis is placed more on the scientific principles involved in food selection and preparation. In clothing emphasis is placed on elementary dressmaking. We undertake to teach the students what to teach and how to teach it. A course required of students who are taking the intermediate Certificate Course. (One-third unit.)

Home Economics 3C.—Home Economics Problems. A study of the functions of Home Economics in the elementary and secondary schools and their bearing on the course of study. Methods of teaching and planning the course of study. Students are given laboratory practice in foods, emphasizing the influence of various conditions upon the diet, and the relation of food to health.

Prerequisites, Home Economics 1 and 2. Required of students who are in Advanced Certificate Course and of students in fourth term of the Junior College Course in Home Economics.

Recitation two hours; laboratory 4 hours. (Two hours.)

SPECIAL ELECTIVES FOR "COURSE B"

Home Economics 4C.—Institution Cooking. A study of the problems involved in large quantity cooking; efficiency of different methods of serving; use of modern equipment. The organization of the school lunch room. Laboratory practice in the school cafeteria. Prerequisites. H. E. 1, H. E. 2 and H. E. 3. Recitation two hours; laboratory six hours. (Two hours.)

Home Economics 5C.—Dressmaking. The entire time of the class will be devoted to the art of sewing for the purpose of establishing both theory and practice. A study of drafting, cutting and making simple garments. A comparative study of ready-to-wear versus made-at-home clothing will be made. Fabrics will be studied to an extent to lead to more judicious buying. Two recitation hours and four laboratory hours. (Two hours.)

Home Economics 6C.—Home Management. A study of the evolution of the modern home, and the basic principles of home management. Marketing, family budgets, systematizing work of the household and putting it on a professional basis will be the theme of study. (Two hours.)

Home Economics 7C.—Child Welfare. Study of problems involved in infant feeding and childhood; school lunches; clothing for children. Two recitation hours per week; four laboratory hours. (Two hours.)

Home Sanitation C.—This subject deals with healthfulness of location, drainage and surroundings of a dwelling; heating; necessity of proper amount of sunlight; ventilation; smoke, dust and dirt; overcrowding; drinking water; disposal of household waste; care of food; preventable diseases.

Broadhurst's "Home and Community Hygiene."

Four recitation hours per week. (Two hours.)

Elementary Clothing 1C.—Hand and machine sewing, drafting of patterns, cutting and making of simple garments. Study of cost, suitability and durability of materials and trimmings.

Baldt's "Clothing for Women."

One recitation hour; four laboratory hours per week.

Prerequisite, Art and Design, Home Sanitation.

(One and one-half hours.)

Elementary Clothing 2C.—A continuation of course. One recitation hour; four laboratory hours per week. (One and one-half hours.)

Home Problems.—(See H. E. 3)—Recitation two hours; laboratory four hours per week. (Two hours.)

Textiles C.—Study of fabrics, names, characteristics, manufacture, weaves, widths, prices and adulterations. Woolman and McGowan's "Textiles."

Prerequisite: Sophomore standing. Two recitation hours; four laboratory hours per week. (Two hours.)

Dressmaking C.—A continuance of Elementary Clothing. Use of dress forms, cutting, fitting and making of dresses. Fale's "Dressmaking." Prerequisite, Art and Design. Textiles. Recitations two hours; laboratory six hours. (Two and one-half hours.)

Foods 1C.—A study of foods, principles regarding their preparation, purposes in cooking, composition, changes effected by heat, cold and fermentation. Cost in relation to nutritive value of foods, sources of food and influences of same upon cost. Sherman's "Food Products." Prerequisite, Physiology, Physics and Chemistry. Botany a parallel course. Recitation three hours; laboratory six hours. (Three hours.)

Foods 2C.—A continuance of course. Three recitation hours; six hours laboratory. (Three hours.)

4. Industrial Arts Department.

MANUAL TRAINING AND HANDWORK

Mr. Deniston **Mrs. Hume**

The work in manual training is arranged, first, to aid those who must for some time to come teach both industrial art subjects and academic subjects in the grades or high schools of the state; second, to provide thorough preparation for students who desire to become special teachers, directors and supervisors of industrial art subjects; third, to furnish courses for students who desire to enrich the traditional lines of liberal study.

The required courses are planned for the first class, and for the second and third classes subjects are offered for individual election.

The demand for competent teachers in the industrial art subjects exceeds the total supply of such teachers from all sources. In many localities teachers are sought who can teach both the manual training work and the common branches, and better salaries are offered for this class of teachers than for teachers who can teach the common branches only.

Students doing their major work in this department should begin shop work and mechanical drawing at the same time. For 1921-22 the department offers the courses described below.

Elementary Bench Work (M. T. 1H).—A course in elementary work involving problems which may be worked out in the fifth, sixth and seventh gardes. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Required for the Elementary Certificate. (One-third unit.)

Intermediate Bench Work (M. T. 2H).—This course is a continuation of Elementary Bench Work and includes teaching problems suitable for the eighth grade and first grade of high school. Required for the Intermediate Certificate. Prerequisite, Elementary Bench Work. (One-third unit.)

Elementary Mechanical Drawing (M. T. 3C).—This course includes the making of a set of drawings in pencil. A time limit is set upon each drawing suitable for the average student. Practical time saving movements are explained and demonstrated. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, and projection. Freehand sketches of problems are given to the student to make working drawings. Required for Advanced Certificate. (Two hours.)

Intermediate Mechanical Drawing (M. T. 4C).—This course is organized for teachers of mechanical drawing and persons who have had some practical experience in drafting. The purpose of this course is to prepare teachers of mechanical drawing to handle the subject in the public schools. Special emphasis is placed on the necessity for careful preparation on the part of the teacher; proper methods of presenting material, and the planning of courses of study. Considerable time is given to lectures and student demonstrations. The class makes a series of drawings selected from different phases of mechanical drawing, perspective drawing and practical representation. The problems are demonstrated from the professional standpoint. Prerequisite, Elementary Mechanical Drawing. (Two hours.)

Advanced Mechanical Drawing (M. T. 5C).—In this course it is the aim to make the scope suit; that the needs of the student be met, by allowing him to select either machine drawing or architectural drawing. The machine drawing covers work in freehand sketches of machine details from models, details and assembly drawings, conventions and machine parts, covers gearing and a study of drafting room practice. The architectural drawing covers work in conventions, typical details and a plan for a small bungalow. Prerequisite, Elementary Mechanical Drawing. (Two hours.)

Elementary Cabinet Making (M. T. 6C).—The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction upon details of construction, gluing, scraping, sanding, finishing, upholstering, and costs of materials. Prerequisite, Elementary Mechanical Drawing and Intermediate Bench Work. (Two hours.)

Advanced Cabinet Making and Mill Work (M. T. 7C).—This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery, and in methods of preventing accidents in operating. Work is required in the upkeep and care of tools and machinery. The practical work consists of: making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber, finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisite, Intermediate Drawing and Elementary Cabinet Making. (Two hours.)

Wood Turning (M. T. 8C).—This course deals with various methods in turning in hard and soft wood; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used, as well as lectures on the history of turning and the lathe. Speed for different types of stock, the various materials used in turning, turning as a trade, management, organization, and the teaching of wood turning are also in-

cluded. Attention is given to planning courses of study, equipment, materials, buying and installation. The latter part of this course is devoted to design and making of products suitable to the decoration of cabinet work. Prerequisite, Intermediate Bench Work and Elementary Mechanical Drawing. (Two hours.)

Forge Practice (M. T. 9C).—The work in the course consists of practical application of the following operations: drawing, bending, twisting, splitting, fullering, upsetting, punching, riveting, and welding. Instruction is given in the rudiments of case hardening and tempering of tool steel. Instruction is given in the history of the trade, selection of forge shop equipment, forge fuels, care of fire and brief instruction in the manufacture and identification of metals used. This course is for beginners or students having little experience in forge work. Prerequisite. (Two hours.)

Concerte Construction (M. T. 10C).—Concrete Construction—A study of the fundamental principles involved in concrete construction as related to building farm and the home. Materials and mixtures, care and use of tools and equipment, practical work in constructing forms and mould, projects involving pouring and finishing, plain concrete construction, such as fence post, farm utilities, sidewalk, curbs, building blocks, walls, steps, slios, cisterns, troughs, etc. Lectures on various uses of cement composition, sources of materials and history. Prerequisite, Elementary Bench Work and Elementary Mechanical Drawing. (Two hours.)

Farm Mechanics (M. T. 11C).—A course involving work in wood, metal and concerte, and includes the making of such projects in wood, as work bench, wagon jack, single tree, evener, poultry appliances, and concrete forms; in concrete, one of two problems in plain and reinforced construction; in forgery, a series of projects adapted to farm use. A study is made of farm implements and repair of same. A drainage project will be worked out in full. Students of agriculture and those teaching in rural and county high schools will find this a profitable course. No prerequisites. (Two hours.)

Method in Manual Training (M. T. 12C).—This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school systems, equipment, planning of courses, arrangement of shops, and method of teaching will be given the student. Prerequisite, Elementary Bench Work. (Two hours.)

HANDWORK

Handwork 1H.—Tools—Scissors, needles, looms.

Material—Paper, raffia, card board, cotton, native products.

Uses—to teach accurracy, originality, systematic use of the fingers, self-expression, spacing, designing, study of textiles.

Preparatory Course to Vocational Training.—Paper Folding.

Tools—Scissors.

Material—Paper and paste.

Use—Accuracy, neatness, originality, spacing, color study, personal touch and self-expression.

Objects—Ships, boats and boxes.

Paper interlacing and weaving—colors, designing, spacing, tracing and line, animal cutting, arranging for school decoration and study.

Construction Work—Tools—Scissors and ruler.

Material—Card board, wall paper and paste.

Uses—Boxes for collars, desk sets, boxes for pens, pencils, etc.

Shape—Square, oblong, triangle—Study of the ruler, dimensions, spacing, accuracy, design.

Cross Stitch—Tools—Needles and scissors.

Material—Floss, Java Canvas.

Use—Simple sewing bags, coffee-pot holders, mats, study of textiles, use of fingers and color combinations.

Raffia Winding—Tools—Needles, scissors.

Material—Raffia, paste board.

Use—Frames for pictures, needle books, mat holders.

Finger exercises, training fingers and brain to work in harmony. (One-sixth unit.)

Handwork 2H.—This course is intended for more advanced grades. It is to give more advanced work in the different subjects taught in the primary work. In this subject we give the teachers an opportunity of instructing the work in the grades. The use of more complicated patterns for mats, for tables, caps, bags, etc.

Knitting.—Sweaters, scarfs, caps and advanced work in the same.

Crocheting.—Quilt designing.

Use—To teach the children love for home decoration, beauty and refinement, use of fingers and color combinations, etc.

Stencil Cutting.—Tools—Design, brush, knife.

Material—Paper colors.

Use—Covers for simple booklets, blotter covers, decorations for construction work, eye, brain and finger training.

Weaving.—Tools—Large and small needles, frames, etc.

Material—Cotton, wool and silk.

Use—Study of fabric, simple stitch fo same color combination design.

Primary Knitting—Combination of colors, designing.

Raffia Construction—Material, Raffia, colored and white.

Use—Knotting, tying, branding, knitting, bags for knitting, sewing bags, mats, etc.

Baskets—Tools—Awls, cutters, pliers.

Material—Reed, native products, viz., willow, honeysuckle, etc. (One-sixth unit.)

Use—Scrap baskets, sewing baskets, flowers, fruits. To train the eye, hand and brain to work in harmony. The use of the native material and love of the beautiful.

5. Department of Music.

Paul A. Barnes, Director **Miss Telford, Piano**
Miss Million, Violin

Of all subjects introduced into the public school during the last half century, music is conceded to be one of the most valuable in moral, social and ethical training. It appeals to the best that is in the child and is a powerful element in training for good citizenship.

The music department of the Eastern Kentucky State Normal School aims to provide a course in training, not only of the subject itself, but also in the art of teaching and correlating it with the other work of the school room.

REQUIRED COURSES

Music 1H.—In order to teach any subject the teacher must first know that subject and possess a working knowledge of it. Music 1 provides a course of training in the first principles of singing, in-

cluding voice and ear training, the scale, the staff, signs and characters of notation, tone lengths, note values and rhythmic forms. The ultimate aim is to train the student to sing intelligently, to read plain music at sight, and to appreciate the best there is in music. (One-sixth unit.)

Music 2H.—Any student having satisfactorily completed Music 1, or having satisfied the director of music that he or she has had previous training equivalent to the same, may enter Music 2, which deals with method as applied to teaching music in the primary grades, including the psychology of the subject as related to that of the child and to school and community life. (One-sixth unit.)

Music 3H.—The work done in this class relates to the theoretical and scientific side of music, embracing scale and key structure, key relationship, modulation, digression, melodic and harmonic forms and major and minor modes. It also includes an outline of method covering the work of the upper grades.

This work embraces the first principles of singing, breath control, voice placing and the proper use of the lips, tongue, and jaw in tone production. Special stress is laid upon breathing, pure and resonant vocality, the development and strengthening of the vocal organs and phrasing and shading in ensemble and solo work. (One-third unit.)

Music 4, 5, 6, and 7C.—For the advanced work in the Music Supervisor's course, four terms in melodic structure and analysis, harmony and composition will be offered. Persons to whom we recommend this course, and who complete these special "credits" will be competent to teach public school music.

Normal Choral Society.—It is also the aim of the Music Department to maintain a musical atmosphere in the school through the work of the mixed chorus, glee clubs and orchestra, giving a Music Festival annually, in May. In this festival all these organizations take part, assisted by the best solo artists that can be procured from outside. Thus the students gain a musical experience which broadens their view, creates a taste for the highest and best in music and enables them to take something worth while back to their home, school and community. All students in the Music Department are required to take the chorus work, unless for good and sufficient reason they are excused by the Director or the President of the institution.

Glee Clubs.—The men's glee club and the ladies' glee club are purely volunteer organizations, the members being selected with a view to securing only the best voices. These clubs are expected to sing at public functions and other special occasions when desired. Students desiring to avail themselves of membership should apply to the Director of Music.

Orchestra.—Students who possess any string, reed, wood-wind or brass-wind instruments, and understand its technique, should bring their instruments with them and be admitted to the orchestra.

PIANOFORTE

Miss Brown E. Telford

Elementary.—Special attention is given to the fundamental principles of piano technic, finger exercises and scales, rhythmic control, notation and sight reading. Practical exercises, sonatinas, and pieces suited to the individual student.

Intermediate.—All forms of technical exercises, scales, chords, drills, arpeggios, double thirds and octaves, care being given to tone

production, phrasing, the use of the pedal and sight reading. Studies by Czerny, Clementi and others, with pieces by Mozart, Haydn, Bach and Beethoven.

Advanced.—Technical work continued with increased velocity, accent, accent scales, double thirds and sixths. Special attention is given to muscular and good nerve control when playing with the weight of the arm.

Studies by Clementi, Chopin and Liszt, and pieces by Bach, Chopin, Schumann, Schubert, Greig, MacDowell, including concertos by Mozart, Hummel, Mendelssohn and others. History of music, accompanying the ensemble playing.

VIOLIN

Miss Million

Elementary.—Homann's Violin School, or Wohlfahrt Op. 38; Wohlfahrt Op. 74, Book I; Winn's Daily Essentials (three octave scale studies); Familiar melodies and classics in the first position; Supplementary material according to the ability of the student.

Intermediate.—For position work; Homann's School, Book IV and V; Wohlfahrt, Op 74, Book II; Schradieck School of Violin Technic, Part I.

Advanced.—Sevick School of Bowing; Kayer Etudes, Op. 20, Books II and III; Mazas' Special Studies; Schradieck Scale Studies; Kreutzer.

The field of teaching pieces is practically unlimited since in addition to the classics and modern violin solos, all the standard piano solos and opera selections are arranged for violin in varying degrees of difficulty.

Students in voice, violin and piano, who are working for Teachers' Certificates, are expected to cover all theoretical work in Music IV, V, VI and VII.

6. Physical Education Department.

FOR MEN

Mr. Hembree

The greatest thing desired in this department is that prime physical condition called fitness—fitness for work, fitness for play, fitness for anything a person may be called upon to do.

The aim of physical training is to develop man to his highest efficiency and to what nature intended him to be. Careful and systematic exercise of the body is a necessity to the fully trained teacher if he would build up a reserve of bodily energy from which he may draw in time of need. A feeble body weakens the mind. If you desire that your pupil should improve in mental abilities, let him improve the corporal strength which is subject to his direction. Let his body have continued exercise.

As competitive athletics is everywhere recognized as being essential and conducive to loyalty and school spirit in its best sense, Normal foot ball, basket ball, base ball and track teams receive regular and systematic coaching.

Graded calisthenics, marching, apparatus work and games form the basis of class work in the gymnasium.

REQUIRED COURSES

Athletics 1.—This work will consist of practice of fundamental gymnasium work; floor formations and tactics; setting-up exercises, practice in leading calisthenics, formation of leader's squads; physical measurements and corrective work; and games and plays suitable for gymnasium use. Required for the Elementary Certificate.

Athletics 2.—Advanced gymnasium and field work. Theory and practice of coaching, formations, management of teams in respect to training, first aid, interpretation of rules. Required for the Intermediate and Advanced certificates.

FOR WOMEN

Miss Hammond

PHYSICAL EDUCATION I

1. PLAY

(a) **Games,** simple ones which may be used for large numbers in rural school or city grades. Team play is emphasized.

2. GYMNASTICS

(a) **Setting up Drill and Corrective Exercises,** very simple. Posture is emphasized.

(b) **Story Plays,** setting up and corrective exercises in story form.

(c) **Marching and Rhythmic Running.**

3. HABITS OF HEALTH

(a) **Physical Examination,** by school physician.

(b) **Weighing and Measuring,** of each student at regular intervals.

(c) **Bodily Defects,** suggestions for correction.

(d) **Health Habits,** daily report on these.

4. HYGIENE

(a) Healthful Habits of Living, explanation and discussion.

(b) **County Physician and Nurse,** their purpose and duties.

(c) **Rural School Physical Education,** a program.

(d) **Keeping "Fit,"** importance of every teacher's doing this.

PHYSICAL EDUCATION II

1. PLAY

(a) **Games,** additional material with an opportunity for teaching.

(b) **Athletics,** a brief discussion with study of a few athletic events.

(c) **Rhythmic Plays,** very simple.

2. GYMNASTICS

(a) **Setting up and Corrective Exercises,** slightly more difficult than Physical Education I, with an opportunity for teaching.

(b) **Story Plays.**

(c) **Marching and Rhythmic Running,** with opportunity for teaching.

3. HABITS OF HEALTH

(a) Same as Physical Education I.

4. HYGIENE

(a) **General Interest in Health,** means to be used in arousing interest of all pupils in attaining and keeping health.

(b) **Malnutrition,** its diagnosis, cause, prevention and cure.

(c) **School and Community Hygiene.**

PHYSICAL EDUCATION III

1. PLAY

(a) **Games,** additional material with teaching.

(b) **Theory of Play.**

(c) **Athletics,** the value of and conducting of athletic contests.

(d) **Rhythmic Plays.**

2. GYMNASTICS

(a) **Setting up and Corrective Exercises,** more advanced than Physical Education II. Teaching.

(b) **Elementary Marching,** rapid review with student teaching.

3. HABITS OF HEALTH

(a) **Health Rules and Health Games,** the making of scrap books, posters, etc., in illustration of these. Also, systems of grading for keeping of health habits.

PHYSICAL EDUCATION IV

1. PLAY

(a) **Games,** some new material; coaching stressed.

(b) **Rhythmic Plays,** more advanced than Physical Education III. Teaching.

2. GYMNASTICS

(a) **Gymnastic Lesson,** planning and teaching of this by the student.

(b) **Marching Tactics,** more difficult than Physical Education II. Teaching.

3. HABITS OF HEALTH

(a) Same as Physical Education I, II, III.

4. HYGIENE

(a) **Material Such as "Cho-Cho and the Health Fairy,"** the study and teaching of these.

(b) **Common Diseases,** study of such of these as hookworm and whooping cough, stressing community prevention.

(c) **Common Defects,** study of such of these as tonsils and adenoids.

PHYSICAL EDUCATION V

(Special Course)

This course is made up entirely of more difficult games, rhythmic plays and marching tactics material and offers no opportunity for teaching.

COSTUME

The costume for all classes in Physical Education is as follows:
1—White middy blouse.
2—Black middy tie.
3—Black bloomers.
4—Black cotton or lisle hose.
5—Tennis or gymnasium shoes.

7. Commercial Department.

Mr. Boothe Mr. Hembree

Shorthand 1.—Principles of Shorthand. A study of the first fifteen lessons in Gregg shorthand with supplementary exercises. (One-third unit.)

Shorthand 2.—Dictation. A brief review of word signs, phrasing and vocabulary of the Gregg Manual, after which dictation will be given of both familiar and unfamiliar matter. Stress will be laid upon speed in this course. (One-third unit.)

Typewriting 1.—Elementary Typewriting—Touch Method. Beginning work in typewriting covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in the care of the machine. Some practice in business correspondence will be given. (One-sixth unit.)

Typewriting 2.—Typewriting—Business Letter Writing—A study of approved forms and circular letters, including legal documents, arranging and copying rough drafts, manifolding and tabulating. (One-sixth unit.)

Bookkeeping 1—Introductory Set. The object of this set is to illustrate the applications of the principles of accounting and the method of recording transactions in a business conducted by an individual or sole proprietor. The transactions are recorded in the books of account which consist of the purchases book, sales book, cash book and journal. These books are known as books of original entry. In addition to the use of these books, the student is taught to make bills, write receipts, prepare a statement of the business and close the ledger. The ledger is referred to as a book of subsequent or final entry. Baker's Twentieth Century Text and Forms are used. (One-third unit.)

Bookkeeping 2—Partnership Set. The object of this set is to illustrate the principles of accounting in a business conducted as a partnership, and to give further practice in the classification of accounts, and the recording of transactions. It presents accounts with partners, fixed assets and reserves, trading accounts, operating expenses, adjusting entries at the close of the fiscal period, special sales book, purchases book and cash book, special business forms and important general information.

A sufficient number of transactions is given to enable the student to appreciate the importance of accuracy, neatness, and a systematic record. He must understand not only the principles of accounting, but also their practical application, in order to make his services valuable to himself and others. Baker's Twentieth Century Text and Forms are used. (One-third unit.)

Bookkeeping 3—Corporation Set. The object of this set is to illustrate the application of the principles of accounting in a business conducted as a corporation, and give further practice in classifying accounts and recording transactions. The special features of this set in addition to corporation accounting are as follows: accounts with selling expenses, branch store account, accounts in connection with a manufactuirng business, special ruling in all books of original entry, notes receivable book and notes payable book as books of original entry, cash journal, and many other scientific methods of recording transactions. Baker's Twentieth Century Text and Forms are used. (One-third unit.)

Methods in Commercial Education.—This includes a study of the entire commercial field. Equipment, the Course of Study; special methods, equipment of teachers, relation of commercial school to the community. (One hour.)

Corporation Finance.—A study of the organization and promotion of corporations. This is intended to give the student a clear idea of the organization and operation of our large companies. (Two hours.)

Spelling—Office Practice and Methods—The latest device in office equipment will be studied, modern methods of filing and handling incoming and outgoing mails will be taken up.

Salesmanship and Business Efficiency—A study of the underlying principles of salesmanship, the psychology of making a sale. Demonstration sales will be given from time to time. (Two hours.)

A third term of speed shorthand or dictation.

A third term of speed typewriting.

Penmanship 1.—Learning to write a good hand.

Penmanship 2.—Special practice in commercial correspondence, applying the principles of rapid, arm movement business writing. (One-sixth unit.)

Business English (English 1)—Elementary principles involved in writing correct English. A study of the sentence, paragraph, grammatical clearness, effectiveness and punctuation. (One-third unit.)

Business Correspondence (English 3)—Business letter writing in all its phases will be studied. Advertisement writing of various kinds, display work for newspapers and magazines. A study of the writing of business themes having advertising value. (One-third unit.)

Commercial Arithmetic (Arithmetic 2).—Rapid calculations. A thorough study of arithmetic from the modern commercial viewpoint. (One-third unit.)

Commercial Law.—A treatment of the general principles of common law as applied to business, together with a study of Kentucky Statutes and decisions concerning commercial interests. (Two hours.)

THE TRAINING SCHOOL

The chief purpose of the Training School is to furnish a laboratory for the student teachers in the Normal, where they may observe, under expert direction, the very best methods of instruction in all the grades; and where they may teach under close supervision. It is here that theory and practice meet, with the result that the teachers who complete this work satisfactorily are prepared to take positions in the public schools of the State with a reasonable assurance of success.

Grades 1 to 10 are used for observation and practice teaching, and constitute the Training School proper. The teachers of these grades are styled critic teachers. A director has the supervision of these ten grades.

This department intends to exemplify in its courses of study and methods of instruction the best ideals in American education. The curriculum briefly outlined here is only a synopsis that may be used as a guide. Special subjects, such as music, arts, and physical training, are supervised by the special teachers in the Normal School.

Outline of Curriculum

GRADE I

English—Reading (About 400 minutes per week).—The Winston Primer, The Easy Road to Reading Primer, Reading Literature Primer, Child Classics Primer, Sunbonnet Babies' Primer, The Child World Primer, The Elson-Rankel Primer, The Story Hour Primer.

Phonics—(About 100 minutes per week).—The purpose of the work in phonics is to make the pupils independent readers, and should be used as a means rather than an end, and in the beginning should be kept separate and distinct from the reading lessons. The short and long sounds of the vowels, the consonants and some phonograms, constitute a working basis in this grade.

Language—(About 150 minutes per week).—The language lessons should be correlated with reading lessons, stories told by teacher, and with nature study. Habits of talking clearly, distinctly, correctly and well, should be cultivated.

The work includes: Conversation lessons; oral reproduction of stories; original stories; dramatization; corrective language games; poems.

Spelling.—The children write from dictation the words taught in phonics. No oral spelling is given in this grade.

The writing lessons in this grade consist almost entirely of blackboard work. Special attention is given to position, movement, correct formation of letters, and neatness. Lessons consist of words and short sentences.

Numbers—(From none to 100 minutes per week).—Counting with and without objects; counting by 1's, 10's, 5's and 2's to 100; combinations through 10 in addition and subtraction; study of clock face; teach measuring, using inch, foot, yard; teach U. S. money, cent, nickel and dimes; writing numbers to 100; correlation of number and construction work.

Industrial Arts—(60 minutes per week).—Primary handwork provides an objective, permanent type of expression which commands the keen interest of all children. The work includes: paper tearing; free hand paper cutting; paper folding; construction of boxes, dolls' furniture, etc.; weaving, clay modeling.

Fine Arts—(100 minutes per week).—Holdiay booklets, borders, paper cuttings, and drawings correlated with story telling and reading whenever possible. Subjects expressed in color with crayon and water colors.

Music—(75 minutes per week).—Ear training, voice training and development of rythmic sense.

Nature Study—(60 minutes per week).

Physical Training—(150 minutes per week).—Simple class gymnastics, play, and hygiene.

GRADE II

English—Reading (360 minutes per week).—Reading Literature, Book I; Reading Literature, Book II; Winston Readers, Book I; Winston Readers, Book II; The Art Lit. Reader, Book II; The Elson Reader, Book I, The Elson Reader, Book II; The Story Hour Reader, Book I; The Story Hour Reader, Book II; Nan and Ned in Holland; The Tree Dwellers; The Early Cave Men.

Phonics—(75 to 100 minutes per week).—Diagraphs, dipthongs, combinations and a number of phonic principles which aid the pupil in working out the pronunciation of new words.

Language—(130 minutes per week).—This work increases the child's store of poems, teaches idioms, and gives a gradual power over the written form.

Basis for Work.—Observation of plant and animal life; description and narration, using pictures and objects; oral reproduction of stories; dramatization; poems; corrective language games; Little People of Other Lands; the holidays.

Spelling—(60 minutes per week).—Oral and written spelling of such words as children need in their written work.

Penmanship—(75 minutes per week).—The Palmer System of Handwriting is used.

Numbers—(130 minutes per week).—45 combinations in addition and subtraction, counting by, and tables of 10's, 5's, 2's, 3's and 6's; column adding; simple problems in subtraction; simple fractions: ½, ¼, ⅛; U. S. money; telling time; reading and writing numbers to 100; standard units of compound numbers such as: pint, quart, gallon, inch, foot, yard.

Industrial Arts.—This work includes: posters portfolios; group work such as circus parade or sand table projects; construction of furniture, cornucopias, picture frames, etc.

Fine Arts—(75 minutes per week).—Interest the child in the great world of nature through the art of drawing, simple designing, circus border, animals, and color work appreciation of some masterpiece.

Music—(75 minutes per week).—Simple Rote songs, and training of voice and ear.

Nature Study—(75 minutes per week).

Physical Training—(150 minutes per week).—Simple class gymnastics, play, and hygiene.

GRADE III

English—Reading (290 minutes per week).—The reading is based upon the State Course of Study with the following supplementary books: Young and Field's Literary Reader; Lights to Literature; Free and Treadwell; Story Hour Reader; The Elson Reader, Book III;

Bigham's Murry Animal Tales; drill in phonetics where needed; story method used extensively:

Language—(145 minutes per week).

Oral Language.—Oral telling of stories and personal experiences. Conversation lessons based on children's observations and experiences. Oral composition is largely a class product, and furnishes a basis for the written class story. Stories and poems are dramatized, children being allowed their own vivid interpretation.

Written Language.—Written reproduction of short stories. Dictation, letter writing (open punctuation observed), picture studies.

Technical Work.—Use of capitals in first line of poetry, in titles and in direct quotations.

Punctuation.—The apostrophe in the possessive singular; period in abbreviations; comma to separate series of words, to set off words of address, to precede or follow a quotation, to follow "yes" or "no;" hyphen at end of lines where a word is left unfinished; use of quotation mark in unbroken quotation. Sample contractions and abbreviations. Points and form. Use of margin, indentation, spacing, etc. Special drill through language games is given for the correction of common errors in the grade.

Lieper's Language in Grades in hands of the teacher.

Spelling—(100 minutes per week).—Words taken from other lessons. Words (adapted to grade) misspelled on written work. Buckingham's Extension of the Ayres' Spelling Scale.

Penmanship—(75 minutes per week).—The Palmer Method of Writing; Palmer manuals in hands of pupils; Palmer penmanship paper and pen points used.

History—(30 minutes per week).—Stories correlated with other subjects. Special days observed such as Thanksgiving, Washington's birthday. Early history of Kentucky. Simplified story of life of Daniel Boone.

Arithmetic—(200 minutes per week).—Column addition of numbers of three figures including dollars and cents, involving "carrying;" subtraction, the making of change, also drill work providing numbers of four figures, in which some of the figures in the subtrahend exceed those of the minuend. (Austrian method used.)

Multiplication—Multiplication tables completed and multiplication of numbers of three or four fiugres by numbers of one figure.

Division.—Numbers of four figures by divisions of one figure. Fractions, halves, thirds, fourths, sixths, eighths.

Counting.—Forward and backward by 5's, 10's, 2's, 3's, 4's, 6's from one to 100. The forty-five addition facts drilled upon until automatic.

Measurements.—Ounce, pound, eight-inch, square, foot, etc., Problems involving one or two steps.

Text—Hamilton's Primary Arithmetic.

Geography—(75 minutes per week)—Home Geography.—Study of Richmond with reference to sources of food supply, clothing, and shelter. Compare with children of other lands, study State of Kentucky (product map of State of Kentucky). A brief study of the world as a whole. Surface of land.

Geographical Readers—Around the World—Carpenter; Wide World; Around the World—Carroll. Reference Books: Chamberlain's How We Are Fed; How We Are Clothed. How We Are Sheltered.

Nature Study.—Flowers; weeds; preparation for winter; spring; birds; first flowers.

Industrial Arts.—Paper cutting, raffia and reed work, etc. Home Economics, correlated with nature study and geography.

Fine Arts—(90 minutes per week).—Containing the work of first and second grades, with the addition of simple lettering, spacing, first steps in perspective and principles of light and shade.

Music—(75 minutes per week).—Practical sight singing begins in this grade.

Physical Training—(150 minutes per week).—Class gymnastics, play, hygiene and corrective work.

GRADE IV

English—Reading (230 minutes per week).—Readers: Young and Field; Free and Treadwell; The Elson Reader, Book IV; Carpenter's Reader of North America, Around the World; Poems Every Child Should Know; The Winston Reader. One period a week should be spent in the library connected with the room, where children are allowed to choose their own reading. Some stories should be read to children such as Stories of King Arthur, and Robin Hood. Stories from reading books should be dramatized allowing the pupils to work out their own acts and scenes.

Language—(160 minutes per week).—Oral compositions, conversation lessons continued, special attention to clearness and definiteness of statements. Special drills in usage to correct common errors, teach use of table of contents, poems memorized, troublesome verb forms, negative, etc.

Written Language.—Friendly letter forms. Correspondence with children in other schools. (Open punctuation observed.) Dictation, original work of one or more paragraphs. Invitations. Simple paragraphing should be taught. Written reproductions of stories. Technical work of previous grade continued and extended. Observation of special days, such as Hallowe'en, Thanksgiving Day, Christmas, etc. Lieper's Language in teacher's hands.

Spelling.—Words children need in written work. Words from other lessons. Use of Buckingham's Extension of the Ayre's Spelling Scale. Practice in syllabication. Use of dictionary begun in this grade.

Penmanship.—Same as grade three.

Arithmetic—(200 minutes per week).—Work of previous grade reviewed and extended to include multiplication by more than one figure. Drill for speed and accuracy in combinations, in fundamentals, and through arithmetic races. Four operations completed. Long division introduced and dwelled upon. Measurements and denominate number work as actually used by class. Addition and subtraction of fractions in which denominators are simple enough to reduce by inspection. Multiplication of whole numbers by mixed numbers.

Text: Hamilton's Primary Arithmetic.

Geography—(120 minutes per week).—Home or observational geography is continued. Work of third grade verified by the use of text. Field work in connection with first study of the text. Earth as a unit; idea of pole and equator developed. Continents and oceans located on globe. North America studied. Simple map drawing. Map reading and study of symbols. A study of Kentucky Geography.

Text: Bringham and McFarland.

Nature Study.—Same as grade three.

History.—Stories of national holidays, stories of Kentucky, Boone and early settlers. Stories of the Greeks and of the Romans are used, both because of the children's interest in myths of these people, and as a part of the background for later study of Amercian History.

Industrial Arts.—Problems that the children must work out such as measuring and constructing boxes and furniture from card board. Some raffia and reed work.

Home Economics.—Correlated with other subjects.

Fine Arts—(90 minutes per week).—The same as in grade III, with vegetable and flower painting, and making of formal designs.

Music—(75 minutes per week).

Physical Training—(150 minutes per week).—Gymnastics, games, hygiene and individual corrective work.

GRADE V

English—Reading (195 minutes per week).—In this grade children should begin to know and appreciate good literature. Oral and silent reading is stressed, vitalized by dramatization and socialized work. Each pupil is required to own and use a dictionary. Drill lessons to produce clear enunciation. Assignments of new lessons are clear and definite. Through topic reports, questioning, conversational reviews, etc., the lesson content aids good expression.

Books studied and read: The Elson Reader, Book V; Lights to Literature, Book V; Fifth Year Language Reader; Baldwin's Reader, Fifth Year; Cyr's Reader, Book V; The Young and Field Literary Reader, Book V.

Language and Composition—Language (160 minutes per week).—The aim is to secure free and spontaneous expression. Material is obtained from all subjects. Oral and written work consists of reproduction, narration description, explanations, and original stories. About three-fourths of the work is oral; and most of the written work is done in letter writing form, thus affording the child an audience. Drill on capitals, abbreviations, quotations, correct forms, punctuation, etc.

Text: Potter, Jeschke and Gillet's Oral and Written English.

Poems Memorized: Longfellow's, The Rainy Day; Whittier's, The Corn Song; Higginson's, The Four Leaf Clover; Longfellow's, The Children's Hour; Cone's, Dandelions; and Bryant's, The Yellow Violet.

Spelling—(90 minutes per week).—Words selected from all subjects, Buckingham's Extension of the Ayres' Spelling Scale.

Writing—(75 minutes per week).—The Palmer Method of Business Writing.

Arithmetic—(220 minutes per week).—The aim is to make the work in Arithmetic realistic and vital, conforming to the demands of our business world. Work of the previous years is reviewed in abstract and concrete forms. Common and decimal fractions are developed. Denominate numbers, mensuration, and business forms are utilized.

Text: Hamilton's Intermediate Arithmetic, Part I.

Geography—(157 minutes per week).—A brief study of the continents and countries, stressing the most interesting features of the lives and industries of the people; the climate, physical conditions, etc., which so vitally influence men's relation to the earth.

Special lessons are given on certain products, industries, routes, etc. Carpenter's Geographical Readers are used.

Text: Brigham and McFarland, Book I.

History—(100 minutes per week).—The early explorers and founders of our nation are studied. The lives of great Americans down to the present time are learned through biographical sketches. Purcell's, The Story of Old Kentucky, used as a history reader. Foote and Skinner's Explorers and Founders of America.

Industrial Arts.—Handwork, manual training, and Home Economics correlated with other school subjects.

Fine Arts—(75 minutes per week).—Attention is paid to design and perspective in drawing. Illustration of short poems, making of posters, and application of designs they have learned. Art appreciation.

Music—(75 minutes per week).

Physical Training—(15 minutes per week).—Hygiene is stressed. Plays and games, gymnastics, modern health crusade, individual corrective work.

GRADE VI

English—Reading (180 minutes per week).—Continuation of fifth grade, comprehension and rapidity receives more stress; selections longer and more complete. Attention given to authors, simple figures of speech, selecting the important word or central idea from a group of words. Drills on distinct pronunciation and clear enunciation.

Books read: The Elson Reader, Book Six; Lights to Literature, Book Six; Colonial Days; The Young and Field Literary Reader, Book Six; Story of the Greeks.

Language and Composition—Language (182 minutes per week).—Aim is to lead the pupils to express themselves clearly and in good English. A review of sentences, punctuation, capitals, plurals and possessives is given. Biographical studies of some authors in connection with their works. More than one-half the work is oral composition.

Poems memorized or studied: The Birds of Killingsworth; The Bare-foot Boy, Whittier; The Village Blacksmith; The Old Clock on the Stairs, Longfellow; Our Country; Contentment, Holmes; The Fountain, Lowell; The Sandpiper, Thaxter; Kentucky Belle, Woolson; March, The Death of the Flowers, Bryant.

Text: Oral and Written English, Porter, Jeschke-Gillet.

Spelling—(90 minutes per week).—Words from all subjects. Buckingham's Extension of Ayres' Spelling Scale.

Writing—(73 minutes per week).—The Palmer Method of Business Writing.

Arithmetic—(220 minutes per week).—A thorough continuation of fifth grade work. Fractions completed. Tables and forms practical for the business world mastered. Percentage introduced.

Text: Hamilton's Intermediate Arithmetic.

Geography—(160 minutes per week).—The main ideas in Geography are thoroughly learned in their relation to the life of man. In addition, there is a detailed study of North America, the United States and its dependencies, South America. Pupils sketch outline maps, and make maps of rainfall, products, and distribution of population. The Carpenter's Geographical Readers aid greatly in research work.

Text: Brigham and McFarlane, Book II.

History—(110 minutes per week).—The aim in this grade is to inculcate in our boys and girls the high ideals and principles of our democracy through a study of our great men, the makers of our nation, an introduction to an intelligent study of our own history is obtained through the development of European culture that forms the basis of English History.

Texts: Introduction to American History, Atkinson. Makers of the Nation, Coe.

Industrial Arts.—In the fifth and sixth grades the girls will be given simple explanations of the composition of foods and their uses in the body; the combinations of simple foods in the three meals to give balance in the diet; the preparation of palatable dishes; the serving of simple meals; housekeeping problems arising from the keeping of the kitchen and dining room and habits of cleanliness and order in personal appearance and equipment. For the boys work in the manual arts is provided in the shops of the Normal School, various projects are carried out.

Fine Arts—(75 minutes per week).—Designs for initial letters, monograms, posters and other practical uses. Freehand lettering, simple perspective, landscape drawing, and art appreciation.

Music—(75 minutes per week).

Physical Training—(150 minutes per week).—Continuation of previous work, weekly talks and discussion on sanitation and health, food, drink, digestion, care of the skin, ventilation, colds.

GRADE VII

English—(250 minutes per week)—Grammar.—Text: Potter-Jeschke-Gillet's Oral and Written English. Special attention given to grammatical principles that contribute to correct speech. Particular stress upon "sentence sense." Special drills upon fourteen verb errors. Study of grammatical facts; as, parts of speech, essentials of the sentence, modifiers, phrases, clauses, and classes of sentences according to use and form.

Composition.—Both oral and written composition, embodying simple narration, description and expositon. This is founded upon personal experiences, and material from daily civics, history, literature, and geography. Letter writing, both of business and social letters is taught fully; particular attention as to form.

Literature.—Extensive rather than intensive reading striven for. Text: Elson-Keck's Junior High School Literature, Book I; Knight's Dramatic Reader; Riverside Classics. Special study of "The Courtship of Miles Standish," "Tales of a Grandfather," Dicken's "Christmas Carol," "The Legend of Sleepy Hollow," "Rip Van Winkle," "King Arthur Legends," selected poems. Home reading of one book a month, pupil to select and report on. Dramatization and memorization.

Spelling.—Ayres' Scale of a Thousand Words. The Hundred Demons List. The Champion Spelling Book. Words from daily work. Lessons taught by study recitations.

Penmanship.—Palmer method of Business Penmanship.

Mathematics—(Five 30 minute periods per week).—Application of arithmetic, particularly in such lines as relate to the home, to industry, and to the various school subjects; initiative geometry.

Wentworth-Smith-Brown's Junior High School Mathematics. Book I.

History—(Five 30 minute periods per week).—Text: Dickson's American History for Grammar Schools. Supplementary work in other histories adapted to grade. Informal Community Civics. Current Events. Chiefly taught by projects and socialized recitations. Special training in map work, graphic diagrams, and drawings as means of expression.

Science—(Five 30 minute periods per week)—Geography.—Text: Brigham and MacFarlane's Essentials of Geography, Book II. Carpenter's "Asia," "Africa," "Europe," "Australia and the Islands of the Pacific." Carpenter's "How the World is Fed," "How the World is Clothed," "How the World is Housed." Other supplementary bulletins and books used daily, as World's Almanac, Longman's Atlas, "Asia," etc. Study of the countries of the Eastern hemisphere by means of problems, projects, geographical expression, by means of maps, graphs, diagrams, drawing, etc. Stereoscope and lantern used continually.

Industrial Arts—Home Economics.—This work will be followed in the seventh grade by more difficult problems in food preparation and serving; the study of typical manufacturing processes. the care of foods before and after cooking; and the choice of foods for various occasions.

Manual Arts.—Projects in woodwork.

Fine Arts.—Continuation of work in lower grades with more attention to originality of pupils.

Music.—Appreciation, chorus.

Physical Training.—Boys and girls in separate classes. Gymnastics, athletics and hygiene.

GRADE VIII

English—(250 minutes per week)—Grammar.—Text: Potter-Jeschke-Gillet's Oral and Written English, Book II. Special attention given to grammatical principles that contribute to correct speech. Particular stress upon sentence sense. Special drills upon adjective and adverb errors. Study of grammatical facts dealing with the parts of speech and study of sentence-structure. Special study of correct speech as regards number, person, case, tense, etc.

Composition.—Both oral and written composition based on civics, science and literature. Variety given by personal experiences for material. Letter writing with particular study of subject matter of letters. Stress laid upon fluency and principles of organization of composition.

Literature.—Extensive rather than intensive reading the aim. Text: Elson-Keck's Junior High School Literature, Book II. Knight's Dramatic Reader, Riverside Classics. Special study of "Snowbound," "The Other Wise Man," "The First Christmas Tree," "The Man Without a Country," "Evangeline," "The Maelstrom," "The Raven." Selected poems. Home reading of one book a month selected and reported on by pupil. Book Club. Better Speech Projects, children's book week, class newspaper.

Spelling.—Ayres' Scale of One Thousand Words. The Hundred Demons' List. Champion Spelling Book. Words from other subjects of curriculum. Individual lists. Study of spelling rules.

Penmanship.—Palmer's Method of Business Penmanship.

Mathematics—(Five 30 minute periods per week).—Applied arithmetic, particularly in such lines as relate to the commercial, industrial and social needs of our country.

Algebra.—The use of algebra in practical life, the deveolpment and evaluation of practical formular solution of simple forms of linear equations, the four fundamental processes with simple algebraic expressions.

Wentworth-Smith-Brown's Junior High School Mathematics, Book II.

History and Civics—(Five 30 minute periods per week)—Civics—Dunn, "Community Civics," or H. C. Hill's "Community Civics." Special study of Richmond, Madison County, and Kentucky from pioneer days. Entire year's work socialized by organization of class into a Civics Club. Special projects worked out in co-operation with other classes. Field trips to all points of interest and instruction in vicinity. Supplemental reading on all topics.

American History.—Emphasis will be placed on our industrial, commercial and agricultural growth. In the teaching of the periods of the history the following six lines of development will be followed, viz.: territorial, commercial, industrial, agricultural, diplomatic and political.

Text: Dickson's American History for Grammar Schools, reviewed and completed; or Mace's School History.

Science—(Four 30 minute periods per week).—General Science: Text: Van Buskirk and Smith's The Science of Everyday Life. This subject gives the student an appreciative understanding of much everyday scientific phenomena, and lays the foundation for the study of more advanced sciences. Many projects are worked out by students.

Industrial Arts.—In the eighth grade the girls will be given problems in economy, hygiene, art and conservation in selecting clothing; a study of the manufacture of cloth and the home conditions and lives of the producers of the world and problems in garment construction.

The boys have the opportunity of doing projects in the Manual Arts shop in wood work.

Fine Arts.—The same as in grade seven.

Music.—The same as in grade seven.

Physical Training.—Boys and girls in separate classes. Gymnastics, ath'etics and hygiene.

GRADE IX

English—(Five 40 minute periods per week).—Elson-Keck's "Junior High School Literature," Book III, and Ward's "Sentence and Theme." The work in these texts will be supplemented with a study of certain English Classics, required for college entrance and selections from the individual reading list. The composition material will be selected as far as possible from the school activities.

Mathematics—(Five 40 minute periods per week).—Algebra, practical application and correlation with arithmetic and geometry, the four fundamental operations, the evolution of formulas, factoring, solution of simple and simultaneous linear equations, simple forms of quadratic equations.

Wentworth-Smith-Brown's Junior High School Mathematics, Book III.

History—(Five 40 minute periods per week).—Botsford's Ancient History. This course is elective, five times a week. Certain social and political phases of our modern life, as they originated and developed during the early years of the race to the fall of the Roman Empire, will be studied.

Science—(Five 40 minute periods per week).—Physiology, Hygiene and Sanitation. This course is elective and may alternate with tenth grade science.

Text: Ritchie's Human Physiology, and a text to be selected on civic science and sanitation. Practical hygiene taught daily. Work made concrete by use of plaster replicas of parts of body, by skeleton, and diagrams and drawings. Red Cross First Aid Courses. Special emphasis on Dietetics.

Latin—(Five 45 minute periods per week).—Scott's Elementary Latin completed. Elective.

Industrial Arts—Elective. In the high school class the girls will be given food and clothing studies in relation to healthful and economic living; problems of earning and spending wisely and studies dealing with making the living place a healthful, attractive home wherever it may be.

The boys in this grade may enter classes of manual arts, mechanical drawing, or agriculture upon the consent of their teacher.

Fine Arts and Music.—Classes in the Normal open to high school students.

Physical Training.—Separate classes for boys and girls.

GRADE X

English—(Five 45 minute periods per week).—Halleck's History of American Literature, Calhoun's "Readings in American Literature," a study of the prose types including the Short Story, the Romance and the Novel, the Exposition and the Essay, meeting the required work for college entrance. The class will complete a number of productions from the reading list.

Mathematics—(Five 45 minute periods per week).—Plane Geometry—Wentworth-Smith's Plane Geometry.

History—(Five 45 minute periods per week).—Robinson's History of Western Europe. This is an elective course, five times a week. This course will give a broad and general view of the development of Western Europe from the last days of the Roman Empire to the present time, with emphasis being placed on the more recent periods.

Science—(Five 40 minute periods per week)—Geography.—This course is elective and alternates with ninth grade science. First semester is Physical Geography. Text: Tarr's New Physical Geography. Second semester, Commercial or Industrial Geography. Text to be selected.

Latin—(Five 45 minute periods per week).—Elective. Caesar's Gallic War, with selections from other easy narrative material. Selections from Book I; Books II and IV complete; selection from Books III, V and VI. Texts: Walker's Caesar. Scott's Latin Composition for the Second Year.

(The following classes in the Normal School are open to students of this grade upon condition: Home Economics, Agriculture, Manual Arts, Drawing, Music.)

GRADE XI

English—(Five 50 minute periods per week).—Halleck's History of English Literature, Manley's "English Prose and Poetry," a study of the poetic types, the Narrative Poem, the Drama, and the Lyric Poem. Rapid reading from the parallel reading list is also required.

Mathematics—(Five 50 minute periods per week).—(Student may elect two). Algebra ½ year, Milne's Algebra; Commercial Arithmetic ½ year; Solid Geometry ½ year.

History—(Five 50 minute periods per week).—American History and the study of current events. This is a required course for graduation, five times a week. Special emphasis will be placed on industrial, commercial and agricultural growth and our relation to foreign powers. Text: Hart's New American History. Current Events: The Literary Digest and other periodicals.

Science.—Physics. The course includes lecture table demonstrations by the teacher and laboratory exercises by the pupils. Not less than 40 experiments must de done. Elective.

Text: Hoadley's Essentials of Physics.

Latin.—Conducted in connection with the Cicero Terms (Latin 7, 8, 9) in the Normal School.

Texts: Scott & Van Tuyl's Latin Composition for the Third Year, and Johnston and Kingery's Orations and Letters of Cicero.

French.—High school students take French in Normal School classes.

GRADE XII

English—(Five 50 minute periods per week).—Third Year Senior High School. This course is designed to give the student a keener appreciation and broader conception of the development of our literature, in its different periods, from the earliest English to the latest American authors. In addition to this the class will also receive work whereby it may gain an insight into the relation of the English and American Literature to the best productions of the periods of German, French, Russian and Italian Literature. A part of the course will also be devoted to the study of Rigdon's "Grammar of the English Sentence."

It is understood that throughout the separate courses in Literature, the classes will also devote a certain part of their time to the review of the principles of composition and the writing of composition based on community and school activities. In the Senior year, advanced composition work will be taken up, preparatory to College Entrance as well as the more practical phases of the work.

History—(Five 50 minute periods per week).—Americanism and Citizenship. This is an elective course, five times a week, but each student is urged to enter the class because of the immediate use derived from the subject matter, that of the aim to gain a correct attitude of his responsibility toward the community and the state.

Science—(Five 50 minute periods per week).—Chemistry. For high school pupils this subject alternates with Physics and is elective. Taught in lecture room and laboratory.

Text: Kahlenberg and Hart.

French.—High school students electing French enter the classes in the Normal School.

Latin.—Conducted in connection with Virgil terms (Latin 11, 12, 13) in the Normal School. Text: Knapp's Virgil.

Alumni

CLASS 1907

Bailey, Eva ..... Harrodsburg
Jeffers, Jennie ..... Greenville
Mason, Mabel ..... Richmond
Rice, Alma R. ..... Richmond
Sullivan, Hattie M. .. Williamsburg

CLASS 1908

Abner, Jas. R. ..... Barbourville
Dale, C. S. ..... Epworth
Daniel, William E. ..... Red Bush
Davis, Ruth W. ..... Carlisle
Gaines, Alberta ..... Bullittsville
Gray, Caroline M. .... Williamstown
Morris, Emma Russell ..... Barbourville
Sullivan, Flora J. .... Williamsburg
Ward, W. B. ..... Inez
Womack, Alma ..... Oldtown

CLASS 1909

Anderson, Leslie ..... Stanford
Chandler, S. B. ..... Sip
Davis, H. L. ..... Ashland
Fallis, O. B. ..... Danville
Gifford, C. H. ..... Sardis
Holbrook, C. S. ..... Red Bush
Jones, J. C. ..... Barbourville
Morgan, Elizabeth W. .. LaGrange
Pettus, Ila ..... Lancaster
Scott, Cathryn V. ..... Richmond
Starns, D. H. ..... Willimastown

CLASS 1910

Baker, Clyda ..... Hazard
Baker, Eunice ..... Hazard
Bergmeyer, Gretchen ..... Dayton
Boothe, I. H. ..... Richmond
Bradford, H. T. ..... Brooksville
Brooks, David ..... River
Campbell, J. B. ..... Barbourville
Caudill, W. M. ..... Hollybush
Colyer, Mary Lee ..... Richmond
Culton, T. B. ..... Crab Orchard
Cundiff, E. F. ..... Somerset
Davis, Allen ..... Freestone
Farley, Lela ..... Rockhold
Evans, Mattie .. Plummer's Landing
Ferguson, Burdeaux .... Winchester
Ferguson, R. C. ..... Fannin
Gragg, Everett ..... Somerset
Greenleaf, Van ..... Richmond
Hamilton, Geo. D. ..... Stout, O.
Houchins, Jennie ..... Vanarsdall
Hughes, Bessie ..... Edenton
Irvine, J. S. ..... Science Hill
Jones, O. V. ..... Owenton
Long, Agnes ..... Harrodsburg
Lander, Alice E. ..... Richmond
McDougle, Ivan E. ..... Richmond
McHargue, Sue B. ..... London
Maynard, James G. .... Catlettsburg
Moneyhan, Edith ..... Augusta
Moneyhan, Edna ..... Augusta
Morgan, Libbie ..... Libbie
Mullikin, O. L. ..... Sardis
Neace, John G. ..... Booneville
Prose, Bertha ..... Irad
Qualls, Webster ..... Olive Hill
Richardson, Edgar ..... Science Hill
Roling, Lena Gertrude .. Richmond
Sasser, Mrs. Alice ..... Tuttle
Scott, Elizabeth ..... Helena, Ark.
Scoville, Elizabeth ..... Atlanta
Sharon, Lowell ..... Richmond
Sheriff, Robert ..... Owenton
Tartar, Gertrude ..... Cains Store
Taylor, Eva ..... Somerset
Tye, J. J. ..... Barbourville
Webb, Arnold ..... Blairs Mill
White, Catherine ..... Richmond
Hylton, Cora ..... Cody
Davis, James S. ..... Dickman
Cox, Lula ..... Junction City

CLASS 1911

Alcorn, Nora ..... Greenwood
Arnold, Sue V. ..... Wheatley
Amburgy, Maryland D. ..... Amelia
Buchanan, Lelia Gore .. Middlesboro
Brammer, John C. ..... Susie
Carter, Frank M. ..... Flora
Dyche, Emily Byers ..... London
Dodson, Flora ..... Monticello
Elmore, Mary ..... Lancaster
Everage, Mary ..... Hindman
Faulkner, Garnet ..... Catlettsburg
Huffaker, Leona ..... Lawrenceburg
Jackson, Sadie Rea .... Catlettsburg
Luttrell, Paul ..... Tacket's Mill
Moore, George Mansfield ..... Corbin
Meece, Virgil Franklin .... Somerset
Pettus, Mary Rebecca ..... Stanford
Parard, Marie Josephe ..... Ashland
Pollitt, Clara Edna ..... Middlesboro
Roberts, Bryon Mason .... Wheatley
Reed, Everett Hampton .... Mayslick
Reid, Homer Lloyd ..... Somerset
Schwartz, Kathryn A. .... Covington
Tinder, Delia ..... Lancaster
Ward, Sarah Ellen ..... Paintsville
Walker, Fay Rowlett ..... Owenton

CLASS 1912

Chambers, Jay Lea ..... Kensee
Daniels, Flora B. ..... Catlettsburg
Ewen, Mabel Russell ..... Stanton
Glass, Fannie ..... Booneville
Gullett, Will Press ..... Cannel City
Hamilton, Anna Laurie .. Richmond
Jordan, Victor A. ..... Barbourville
Johnson, Sheila ..... Fort Thomas
Morgan, Arvon T. ..... Owenton
Kelley, Nora Starke ..... Euclid
Kelley, Sara Maude ..... Euclid
Lester, Lena Elizabeth ..... Tuscola
McNutt, M. H. ..... Bradford
Morriss, Marian Allen ..... Warsaw
Rayburn, Maude Mae ..... Emerson
Mathias, Anna ..... Carlisle
Rich, Ada ..... Lancaster
Schirmer, Margaret Elizabeth ..... Ghent
Thurman, Ninnie B. ..... Nashtown
Trent, Ada ..... Lawrenceburg
Vaught, Allie A. ..... Somerset

CLASS 1913

Amburgey, L. M. ..... Hindman
Ballard, May ..... Richmond
Bertram, Elizabeth ..... Valley
Bogie, Annie Miller ..... Richmond
Boothe, John E. ..... Richmond
Brock, Marie ..... London
Broaddus, Kavanaugh ..... Richmond
Bryant, Ben ..... Corbin
Caywood, James ..... Wedonia
Cox, Ella K. ..... Concord
Covington, Mary Q. ..... Richmond
Crowder, Mabel ..... Lawrenceburg
Day, James ..... Caney
Day, Angella ..... Hunnewell
DeLong, H. G. ..... Inez
Dempsey, Corrine ..... Inez
Floyd, Mary ..... Somerset
George, Edythe ..... Covedale
Gould, Willie ..... Vincent
Hale, Mahala ..... Gray
Haley, C. F. ..... Brooksville
Harris, O. H. ..... Hale
Hendren, Allie Elizabeth
Lancaster
Henry, Elizabeth B. ..... Lexington
Johnson, Fannie ..... Paintsville
Johnston, Nell ..... Nicholasville
Kennard, Albert ..... Augusta
Lake, Alma ..... Berea
Laubisch, O. A. ..... DeMossville
Lewis, W. H. ..... Blaze
Lutes, S. B. ..... Beattyville
McCarty, Anna Mary ..... Butler
McDougle, Miree ..... Richmond
Messman, Margaret ..... Dayton
Mills, Howard H. ..... Kenton
Oldham, Emma ..... Richmond
Osenton, Mabel ..... Greenup
Quillen, Marie ..... Heidelburg
Remy, P. D. ..... Lowder
Scoville, Magnolia ..... London
Smith, May ..... Troublesome
Sporing, T. B. ..... California
Stidham, C. B. ..... Beattyville
Stigall, Dumont ..... Somerset
Taylor, Eddie ..... Burnside
Taylor, Emma ..... Burnside
Thomson, Henrietta ..... Frankfort
Williams, E. W. ..... Island City
Ware, Daisy Lynn ..... Somerset

CLASS 1914

Akin, Paris B. ..... Burlington
Ammermann, Mary Jane
Cynthiana
Ballard, Leonard H. ..... Valley View
Bertram, Anna L. ..... Valley
Bowman, Daphe H. ..... Richmond
Brown, Fannie May
N. Middletown
Caldwell, Leander Cox
Catlettsburg
Calico, Zula Elizabeth ..... McCreary
Coons, Nellie ..... Lexington
Clark, L. A. ..... South Fork
Clark, Emsy ..... Odds
Cornelison, Lula McKee ..... Richmond
Chrisman, J. Warren ..... Covington
Davidson, Perry ..... Oneida
Dempsey, Evelyn ..... Inez
Deatherage, Willie Mae ..... Richmond
Dodsworth, Vivian May
Cold Springs
Donahue, Anna M. ..... Danville
Doty, Mary ..... Richmond
Early, Lena Agnes ..... Corbin
Early, Beulah Newman ..... Rockhold
Gilmore, Charles M. ..... Ringos Mills
Gordon, Anna Elizabeth ..... Wilmore
Gray, Mary Frances ..... Harrodsburg
Hacker, Isaac ..... Buena Vista
Harmon, Ella Maude ..... Brumfield
Hale, Lula ..... Hindman
Hayden, Maude Frances ..... Richmond
Hemlepp, Emma Theresa ..... Ashland
Horine, Elizabeth ..... Nicholasville
Houchins, Ollie Mae ..... Harrodsburg
Johnson, Rowena ..... Harrodsburg
Kirk, Herschel R. ..... Irvington
Lipps, Matie Louise ..... Hustonville
Martin, Margarette ..... Carlisle
McWhorter, Stella Mae ..... Paint Lick
Myers, Nancy Bourne ..... Richmond
Plummer, Nancy K.
Stamping Ground
Price, Florence Ethel ..... Cottonburg
Price, Hobart V. ..... Cottonburg
Price, Odessa Blaine ..... Cottonburg
Rankin, Edna Mae ..... Monticello
Redwine, Marcus C. ..... Sandy Hook
Rice, Linnie M. ..... Sumpter
Ross, Mary E. ..... Sharon
Sams, Eva Edith ..... Georgetown
Scoville, Hallie May ..... London
Scrivner, Ruth ..... Richmond
Seitz, Florris ..... West Liberty
Skinner, Thomas W. ..... Buena Vista
Smallwood, Enoch ..... Dorton
Thompson, Stella E. ..... Primrose
Tipton, Pressly H. ..... London
Turner, Ervine ..... Canoe
Vories, Emma DeWitt ..... Sparta
Walsh, Lula ..... West Liberty
Williams, B. M. ..... Pineville
Whaley, Nancy Myers
Millersburg
Williams, John L. ..... Pineville

CLASS 1915

Barnette, Rebecca Jayne ..... Somerset
Bowen, Betsey ..... Bowen
Cook, Leland ..... Dema
Crawford, Albert B. ..... Rose Hill
Duffy, Cornelia Read ..... Cynthiana
Evans, Mollie T. ..... Nicholasville
Farley, Minnie Elizabeth
Richmond
Galey, Ida Mae ..... Kirksville
Gilbert, Ellyn Christena ..... Richmond
Goodman, Keener C. ..... Ashland
Harris, Lelia J. ..... Richmond
Hampton, Daisy ..... Corinth
Hickok, Katherine ..... Covington
Holliday, Surrilda ..... Stacy
Hearne, Hanna Jane ..... Richmond
Huguely, Harry Wood ..... Richmond
Lamb, Naomi N. ..... Campbell
Land, Ettabelle ..... Shelbyville, Ind.
Liles, Ella ..... Tannery
Liles, Eva ..... Tannery
Lutes, Maude Alma ..... Primrose
Maupin, Ama Dillingham ..... Moberly
McComis, Madge Mae
Catlettsburg
Moyers, Fannie ..... Berea
Phillips, Rebekah A.
Liberty Road
Richie, William ..... Fristie
Smith, C. E. ..... Yale

Vogel, Clara Louise ..... Newport
Wade, Saline ..... Bagdad
Walker, Belle McM. ..... Lawrenceburg
Ward, Forest ..... Sharpsburg
White, Bess ..... Richmond
Watkins, Alice E. ..... London
Yates, Margaret M. ..... Kingston

CLASS 1916

Adams, Louise Rhorer ..... London
Akers, Ezra ..... Printer
Asher, James J. ..... Hyden
Bates, Joseph B. ..... Kite
Bennette, Verna ..... Wilmore
Blackburn, Lena ..... Covington
Brady, Maud Evlyn ..... Greenup
Bedford, Emma Chanslor ..... Lexington
Baker, Emma Beryl ..... Richmond
Cain, Oliver Walter ..... Bradley
Cubbage, Ann Mary ..... Owenton
Dietrich, Lois ..... Winchester
Downard, Mary Elizabeth ..... Sunrise
Dobrowsky, Rose ..... Richmond
Early, Nellie Katherine ..... Corbin
Gibson, Ellen Christena ..... Lexington
Goldenberg, Carrie ..... Vanceburg
Hays, Willie ..... Hindman
Hoskins, Ruth Gibson ..... Pineville
Jones, Brilla ..... London
Kelly, Robert Le ..... Elic
Knox, Lilly Ulah ..... Rosslyn
Lancaster, Jennie Mae ..... Ghent
Lutes, Lloyd Hardin ..... Paint Lick
Little, Robert E. ..... Moores Creek
McClure, Bernice ..... Mt. Sterling
McWhorter, Howard R. ..... Ashland
Monahon, Harry F. ..... Germantown
Lawson, Nan Wood ..... Lot
Morgan, Ida ..... Slickford
Merritt, Ethel ..... Elkin
Mills, L. H. ..... Barbourville
Mason, Matilda ..... Shelbyville
Mills, S. A. ..... Hammon
Nichol, L. DeGarmo ..... Springdale
Noe, Fannie ..... Paint Lick
Noland, Miriam ..... Richmond
O'Brien, Betty ..... Covington
Rucker, Lucile ..... Ludlow
Ramsey, Alice ..... Winchester
Roland, Laura Beatrice ..... Dodge
Ruby, Golden ..... Frankfort
Rucker, J. G. ..... Catlettsburg
Shearer, Mollie ..... Monticello
Shearer, James R. ..... Hindalgo
Shearer, Lee ..... Hindalgo
Stone, Stella Hubble ..... Somerset
Sturgill, Norah Marie ..... Hindman
Spurlock, Eugene ..... Kirksville
Smith, Joshua ..... Ary
Smith, Prudence Allen ..... Dwarf
Stone, Lucile ..... Burgin
Turpin, Mary Kathryn ..... High Bridge
Thomas, Albrow B. ..... Hindman
Taylor, Hiram H. ..... Spider
Waters, Virginia Henshaw ..... Goshen
Wilson, Lela Frances ..... Levee
Williams, Mrs. John L. ..... Pineville
Wills, Omar Robbins ..... Covington

CLASS 1917

Adams, Mattie ..... Sharpsburg
Allman, Carrie A. ..... Richmond
Boothe, Gertrude ..... Carlisle
Baughman, Sadie S. ..... Hustonville
Bourne, Mayme ..... Nicholasville
Bridges, Olla Ray ..... Stamp. Ground
Bronston, Jamie ..... Richmond
Brophy, Mary Irene ..... Jackson
Burton, Marietta E. ..... Danville
Carter, Va. Watts ..... Lancaster
Carpenter, Katie D. ..... Harrodsburg
Champion, Ebon ..... Lawrenceburg
Chandler, Eda S. ..... Owingsville
Clere, Easter L. ..... Catlettsburg
Cochran, Avonia ..... Berry
Coffey, Rena ..... Danville
Cooper, Anna E. ..... Bradford
Crowe, Lina B. ..... Paris
Crowe, Ida M. ..... Paris
Dalton, Lora I. ..... Zula
Demmin, Lillian W. ..... Covington
Dilgard, Louise ..... Ashland
Dotson, J. E. ..... Coleman
Ernst, Viola M. ..... Covington
Ewen, Mayme ..... Winchester
Falin, Winnie ..... Burr
Faris, Macie ..... Richmond
Galbraith, McClellan ..... Foster
Gilkerson, Florence ..... Winchester
Gillespie, C. G. ..... Yale
Goldenburg, Mary G. ..... Vanceburg
Harris, Mattie B. ..... Nicholasville
Haughaboo, Susan ..... Maysville
Hedden, Daphne M. ..... Lawrenceburg
Heflin, Francis I. ..... Winchester
Heflin, Serena ..... Winchester
Henry, Evelyn Price ..... Harrodsburg
Hill, Emery D. ..... Germantown
Hord, Anna M. ..... Richmond
Hubbard, Dillard ..... Crane Nest
Jones, Carrie B. ..... Hindman
Kenny, Katherine B. ..... Paris
Keyser, Sarah E. ..... Vanceburg
Lambert, Linwood K. ..... Rush
Lyon, Rachel C. ..... Hustonville
Marrs, Grace A. ..... Prestonsburg
Martin, Frances ..... Waddy
Martin, Lloyd L. ..... Crab Orchard
McKee, Miriam ..... Lawrenceburg
McKee, Martha Y. ..... Richmond
Moore, William ..... Booneville
Morgan, Luther Franklin ..... Caution
Murphy, Alfred L. ..... Strunk
Nolan, Stella ..... Poor Fork
Tarard, Katherine ..... Ashland
Parker, Ruth R. ..... Ghent
Patrick, A. Hester ..... Carlisle
Perry, Bernard L. ..... Butler
Pratt, Sara Mildred ..... Catlettsburg
Prather, A. P. ..... Mt. Olivet
Roach, Dora E. ..... Lawrenceburg
Robertson, Imogen ..... Augusta
Rowland, Clayton ..... Scoville
Saunders, Jean ..... Bronston
Schoenfeld, Effie ..... Richmond
Searcy, Mary S. ..... Lawrenceburg
Slack, Ida Mae ..... Dover
Sloan, Myrtle ..... Eubank
Smith, Katie B. ..... Richmond
Smith, H. Woodson ..... Barbourville
Sword, Adeline H. ..... Crystal
Tibbals, Sarah ..... Somerset
Trimble, Kathleen ..... Somerset
Vickery, J. E. ..... Bethesda
Vories, Marion H. ..... Campbellsville
Walker, Ellen ..... Richmond
Webb, Dermont G. ..... Nancy
Winn, Grace ..... Witt
Yeager, Carroll ..... Thealka

CLASS 1918

Burdette, Sallie S. ..... Stanford
Boudinot, Nancy ..... Frankfort
Brown, M. C. ..... Lawrenceburg
Boyer, Mary L. ..... Campbellsburg
Boyer, Martha K. ..... Campbellsburg
Cox, Caroline Lee ..... Ford
Cloyd, Pearl M. ..... Corbin
Cobb, Pluma ..... Owenton
Cotton, Beulah M. ..... Richmond
Chalkey, Mary Lillian ..... Covington
Chapman, Mollie V. ..... Quicksand
Duncan, Priscella Primrose ..... Sinai
Evans, Nora Lee ..... Nicholasville
Everett, Grace A. ..... Covington
Garrett, Mabel Cree ..... Trinity
Gregory, Anna Lee ..... Frankfort
Gentry, Minnie W. ..... Spiro
Horn, Ama V. ..... Harrodsburg
Miller, Maud M. ..... Nicholasville
Morton, Mabel ..... Waddy
Miracle, James T. ..... Monticello
Montgomery, Mrs. L. H. ..... Pineville
Ogg, Nina Rachel ..... Dillon, Mo.
Sanford, Carol Hudson ..... Covington
Shearer, Nancy William ..... Red House
Scott, Amelia Jane ..... Nicholasville
Steele, Flora C. ..... Frankfort
Trammel, Ella May ..... Pine Knot
Taphorn, Mary Martha ..... Covington
Wilson, Huldah ..... Midway
York, Lottie Alice ..... Vanceburg
Webb, Bennie M. ..... Ashland

CLASS 1919

Ballinger, Lucy ..... Barbourville
Burchett, Minnie ..... Louisa
Champion, Lois ..... Lawrenceburg
Greathouse, Stella ..... Keene
Gudgel, Mary F. ..... Frankfort
Hacker, Mrs. Mary ..... Major
Harlow, Lora Mae ..... Bagdad
Miller, Nina ..... Harrodsburg
Mills, Otto ..... Flat Lick
McDonald, Linnie ..... Ghent
Pettey, Alice L. ..... Richmond
Powell, Rachel Mae ..... Lancaster
Rankin, Maggie Lou ..... Lancaster
Scrivner, Pearl ..... Station Camp
Shelton, Mrs. Nancy ..... White Hall
Sothard, Mary ..... Middlesboro
Thomason, Christine ..... N. Middletown
Whaley, Lettie S. ..... Flemingsburg

CLASS 1920

Binder, Josephine ..... Kenton
Campbell, Elizabeth R. ..... Myers
Coates, Mabel Ruth ..... Richmond
Callebs, Mrs. Dora ..... Lancaster
Collette, Gertrude M. ..... Berea
Capps, Mary D. ..... Bethel
Clubb, Mary Isabelle ..... Pleasureville
Calico, Mamie ..... Richmond
Duncan, Archie Cosby ..... Richmond
Driggs, Mabel Laud ..... Covington
Gibson, Henry H. ..... Mayking
Hopkins, Maggie ..... Carlisle
Hughes, Sibyl ..... Pleasureville
Jefferson, Elizabeth ..... Mayslick
Jett, Laura V. ..... Winchester
Jones, Lillian B. ..... Williamsburg
Moore, Bessie May ..... Nicholasville
Meeks, Eugenia ..... Waddy
Montgomery, Sudie F. ..... Paris
Moss, Georgia ..... Stanford
Neal, Martha Maye ..... Mt. Olivet
Reed, Curtis ..... Elise
Risk, Louisa ..... Richmond
Stroker, Lelia E. ..... Bethelhem
Tyng, Mrs. Gladys ..... Richmond
Tilton, Jessie Lee ..... Lexington
Teater, Maude ..... Cox Creek
Thomason, Louvenia ..... N. Middletown
Templeton, Lona M. ..... Moberly
Warren, Sudie T. ..... Franklin, O.
Williams, Lorena ..... Louisville
Williams, Martha E. ..... Florence

CLASS 1921

Adams, Mrs. Eliz. Cain ..... Falcon
Bisceglia, Barbara ..... Middlesboro
Baker, Myrtie Lee ..... Salvisa
Browning, Grace ..... Falmouth
Coates, Rowena ..... Richmond
Clifton, Louis ..... Dry Ridge
Covington, Hester Louise ..... Richmond
Dickerson, Lilly B. ..... Simpson
Dettwiller, Daisy D. ..... N. Middletown
Fincel, Clara Jane ..... Frankfort
Floyd, Marie ..... West Point, Miss.
Fouch, T. E. ..... Elliottsville
Gilvan, Bessie H. ..... Bethel
Griffin, Myrtle G. ..... St. Helens
Hawkins, Nannie Belle ..... Lawrenceburg
Huddleston, Patty Genevieve ..... Middlesboro
Jewell, James William ..... Burning Springs
Johnson, Ruth ..... Harrodsburg
Lackey, Mary Elizabeth ..... Berea
Long, Mildred May ..... Quicksand
McCollum, Mrs. Emma ..... Travelers Rest
McKinney, Mary F. ..... Richmond
Monson, Saida B. ..... Cynthiana
Mullich, Anita ..... Dayton
Reynolds, Maggie ..... Nicholasville
Rigney, Ella ..... Hustonville
Roberts, Delaine ..... Mintonville
Schormann, Huldah ..... Ashland
Stipp, Maye ..... Winchester
Story, Virginia ..... Ashland
Turley, Amy D. ..... Richmond
Watts, Ovie ..... Harrodsburg
Watts, Elsie ..... Harrodsburg
Walker, Lula Kern ..... Perryville
Yates, Emma Irene ..... Covington

The thirty-five graduates, Class of 1921, from twenty-three counties, were distributed as follows: One from Anderson, two from Bath, two from Bell, one from Bourbon, two from Boyd, one from Boyle, one from Breathitt, one from Campbell, one from Clark, one from Clay, one from Franklin, one from Grant, one from Harrison, one from Jessa-

mine, one from Kenton, two from Lincoln, one from Lee, five from Madison, one from Magoffin, four from Mercer, one from Owsley, one from Pendleton, one from Pulaski, one from Rowan.

SUMMARY 1920-21

Normal School Enrollment	1,425
Model School Enrollment	198
Model Rural School Enrollment	56
Extension Summer School Enrollment	1,322
Correspondence and Extension Department Enrollment	321
	3,322

CATALOG

of

Eastern Kentucky State Normal School and Teachers College

Richmond, Kentucky

1922

Announcement of Courses
1922-1923

EASTERN KENTUCKY REVIEW

VOL. XVI DECEMBER, 1922 NO. 5

Published bi-monthly by Eastern Kentucky State Normal School and Teachers College and entered at the Post-office at Richmond, Ky., as second class matter.

CALENDAR

1922

JULY

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AUGUST

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OCTOBER

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1923

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DECEMBER

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1924

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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Calendar

SESSION 1922-23

First Semester

Enrollment of Students	Monday, September 25
Class Work Begins	Tuesday, September 26.
Holiday Recess	December 22—Jan 1.
Class Work Resumes	Tuesday, January 2.
First Semester Closes	Friday, February 9.

Second Semester

Enrollment of Students	Monday, February 12.
Class Work Begins	Tuesday, February 13.
Mid-Semester	Saturday, April 21.
Enrollment of Students	Monday, April 23.
Class Work Begins	Tuesday, April 24.
Second Semester Closes	Friday, June 29.

Commencement Week

Annual Sermon	Sunday, June 24, 8 P. M.
Class and Field Day	Monday, June 25, 8 A. M.
Commencement Play	Tuesday, June 26, 8 P. M.
Chapel Exercises Conducted by Senior Class	Wed., June 27, 9:45 A. M.
Commencement Normal School	Thursday, June 28, 10 A. M.
President's Reception to Senior Class	Thursday, June 28, 8 to 11 P. M.
Commencement Teachers College	Friday, June 29, 10 A. M.
Annual Alumni Business Meeting	Friday, June 29, 4 P. M.
Alumni Reception and Banquet	Friday, June 29, 8 P. M.

Summer School

Enrollment of Students	Monday, July 2.
Class Work Begins	Tuesday, July 3.
Summer School Closes	Friday, August 10.

BOARD OF REGENTS

HON. GEORGE COLVIN

State Superintendent of Public Instruction, Ex Officio Chairman

JUDGE J. W. CAMMACK, Owenton, Kentucky
Secretary of Board
Term Expires 1924

HON. C. F. WEAVER, Ashland, Kentucky
Term Expires 1924

HON. H. M. BROCK, Harlan, Kentucky
Term Expires 1926

HON. J. A. SULLIVAN, Richmond, Kentucky
Term Expires 1926

EXECUTIVE COMMITTEE

HON. J. A. SULLIVAN, Chairman HON. PAUL BURNAM, Secretary
HON. GEORGE COLVIN HON. H. M. BROCK
PRESIDENT T. J. COATES

NORMAL EXECUTIVE COUNCIL

HON. GEORGE COLVIN,
Ex Officio President of the Council

H. H. CHERRY,
President of Western Normal, Vice President of the Council

T. J. COATES,
President of Eastern Normal, Secretary of the Council

The Faculty

THOMAS JACKSON COATES, A. B. and A. M., President

School Administration

A. B. and A. M., Southern Normal School, Bowling Green, Kentucky; Certificate from Cook County Normal School and Emmons Blaine School, Chicago; some time student Normal Department of State College, Lexington, Kentucky; Graduate of Lexington Business College; country school teacher five years, Pike county; six years principal graded school, Greenville, Kentucky; twelve years Superintendent City Schools, Princeton, Kenutcky; four years Superintendent City Schools, Richmond, Kentucky; six years State Supervisor of Rural and Village Schools in Kentucky; one time President Kentucky Educational Association; instructor in more than one hundred teachers' institutes in Kentucky, Tennessee and Ohio; author of the "Elementary State Course of Study," the "History of Education in Kentucky" and the "Codification of the Kentucky School Laws;" in present position 1916.

H. L. DONOVAN, A. B., A. M., Dean of the Faculty

Education

Graduate Western Kentucky State Normal School, 1908; A. B., University of Kentucky, 1914; A. M., Teachers College, Columbia University, 1920; one year's experience in rural school; three years principal elementary school, Paducah, Ky.; two years Superintendent Graded Schools, Wickliffe, Ky.; one year Principal J. B. Atkinson School, Louisville, Ky.; three years Assistant Superintendent Louisville Public Schools; one year Army Psychologist; one year Superintendent Catlettsburg Public Schools; present position 1921.

MARIE L. ROBERTS

Dean of Women

Graduate "The Western," Oxford, Ohio; graduate work in Columbia University; graduate work in Cambridge University, England; twenty years high school instructor, Ashland, Kentucky; two years instructor "The Western;" in present position 1915.

I. H. BOOTHE, B. Ped.

Mathematics

Graduate Zanerian Art College; student of National Normal University and graduate of Teachers' Course of same; student of Southern Normal School, State Certificate in Kentucky; graduate Valpariso University; graduate Eastern Kentucky State Normal School, 1910; ten years' experience in teaching in the public schools of Ohio, and fourteen years in Kentucky; author of "The Evolution of the Sentence," and "A Systematic Rotation of Rural School Teachers;" in present position 1907.

LORNA BRESSIE, B. S.

Geography and Physical Education

B. S., University of Chicago, the College of Arts, Literature and Science; preparation leading to M. S. degree in Geography Department of Ogden Graduate School of Science of the University of Chicago, completed, thesis only remains to be finished; assistant principal and instructor of Latin in Public School of Beecher, Illinois; departmental teacher of Geography in the Public Scools of Streator, Illinois; present position 1922.

ELIZABETH BURNAM

Voice and French

Graduate of Madison Institute; four years at New England Conservatory of Music, Boston, Mass.; instruction under Charles A. White and Signora De Fabritiis; one year teacher of Voice and French at Reinhardt College, Waleska, Georgia; present position 1920.

C. E. CALDWELL, A. B., A. M.

Mathematics

B. S., National Normal University; A. B., Marietta College; A. M., Ohio State University; Ohio Life Certificate (High School); State Diploma in Kentucky; eleven years Superintendent Accredited Schools of first class in State of Ohio; two years instructor in Mathematics, Bellaire (Ohio) High School; instructor during summer sessions in Mathematics in Marietta College; in present position 1912.

ASHBY B. CARTER, B. S.

Agriculture and Science

B. S., George Peabody College for Teachers; graduate student George Peabody College for Teachers; graduate student, Columbia University; student Richmond College, Virginia; student University Virginia Normal; student Virginia Mechanics' Institute; student Eastern College, Virginia, special training in the trades; teacher and principal Virginia Rural and Secondary Schools; instructor Manual Arts and Science, Pulaski High School, Tennessee; instructor Manual Arts and Agriculture, Gallatin High School, Tenn.; instructor Manual Arts and Science, Peabody Demonstration School, Nashville, Tenn.; in present position 1920.

**REX W. COX, B. S.

Agriculture and Rural Economics

B. S., College of Agriculture, University of Illinois, 1914; three years teacher in Accredited High Schools; two years instructor State Agricultural School, Madison, Georgia; instructor Fort Hays, Kansas, State Normal, Hays, Kansas; graduate student, Cornell University. Present position 1918.

**On leave of absence first semester; graduate student Cornell University.

MARY B. DEANE, A. B.

Geography and Grammar

A. B., Episcopal Seminary; graduate student Kentucky University Normal; Training School for Teachers, Valparaiso; student Chicago University; Assistant principal Excelsior College; seven years instructor Jessamine College; University of Virginia, 1909; three years instructor Lincoln Memorial University; student University of Michigan and Cornell University; in present position 1911.

NOBLE G. DENISTON, B. S.

Manual Traning

B. S., Valparaiso University; student Stout Institute; student Massachusetts Institute of Technology; graduate work in the University of Chicago; Life certificate in Montana, Louisiana and North Carolina; Supervisor of Manual Training at Livingston, Montana, Baton Rouge, Louisiana and Mobile, Alabama. On the Louisiana State Teachers' Examining Board, Head of the Department of Industrial Arts, Stanley McCormick School, Burnsville, N. C. Head of Manual Arts Department, Mississippi Normal College, Hattiesburg, Mississippi. Present position 1919.

DAISY DELME DETTWILLER

Assistant Dean of Women

Graduate Kentucky Classical and Business College; graduate Eastern Kentucky State Normal; six years teacher graded schools; four years teacher Paris City Schools; in present position 1922.

R. A. EDWARDS, A. B.

Director of Training School
School Administration

A. B., University of Kentucky, 1910; student in summer schools, University of Wisconsin, 1911; University of Minnesota, 1914; University of Tennessee, 1915; Principal Trimble County High School, 1910-14; Superintendent City Schools, Morganfield, Kentucky, 1914-18. present position 1918.

R. A. FOSTER, A. B., A. M.

English

A. B. in English, University of Kentucky, 1916; graduate scholarship Princeton University, 1916-17; A. M., Princeton University, 1917; teacher rural school, 1911; Principal Central Grammar School, Somerset, Ky., 1914-15; Assistant Principal and Teacher of English, High School, Peekskill, New York, 1917; Instructor U. S. Army Schools, 1918; Teacher of English and Mathematics, High School, Owensbooro, Ky., 1919; Principal Morton Elliott Junior College, Elkton, Ky., and Teacher of Latin and English, 1919-21; present position 1921.

MAUDE GIBSON

Drawing, Painting and Penmanship

Student two years, painting in oils, water color, china, crayon, pastel and pen and ink, Lebanon Normal University; three years student designing, modeling, painting on under glaze and over glaze, Weller Art Pottery Studio; student under Karl Kappes in portrait work; two years public school drawing, Miama University; some time teacher Pennsylvania, New Mexico, and Clarksville Female College; instructor of Drawing, Birmingham High School; some time student at Teachers College, Columbia University, N. Y.; in present position 1910.

LOUISE A. GREEN, Ph. B., M. A.

Education

M. A., University of Wisconsin, 1922; Ph. B,, University of Chicago, 1918; Primary Supervisors' Course, University of Chicago, 1917; Social Education, Columbia University, 1921; Graduate Wilson Normal School of Washington, D. C., 1915; teacher in Normal School in Philippine Islands, 1918 and 1919; Director of Education, Broaddus College, West Virginia, 1920; in present position 1922.

*WREN JONES GRINSTEAD, A. M., Ph. D.

Latin and Modern Languages

A. B., 1899, and A. M. in Education, 1910, University of Kentucky; English Diploma (graduate three-year course), College of the Bible, Lexington, Ky. 1902; Greek Certificate; Summer School of the South, Knoxville, Tennessee, 1906; four quarters' graduate study, University of Chicago; Ph. D. (Education, Latin, Ancient History), University of Wisconsin, 1917; special lecturer in Biblical Criticism, College of the Bible, Melbourne, Australia, 1904; instructor in Esperanto, Summer School of the South, 1906; Fellow in Education, University of Wisconsin, 1915-16; in present position 1906.

KATHARINE HAMMOND

Physical Education for Women

Graduate of the Sargent School of Physical Education, Boston, Mass.; two years teacher in girls' school, "House in the Pines," at Norton, Mass., two years Director of Physical Education in the city schools of Charleston, West Virginia; four summers instructor at Sargent Summer Camp; instructor at Sargent Normal School Camp; in present position 1920.

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*On leave of absence.

MAY C. HANSEN

Teacher and Critic, Grades 1 and 2

Graduate Oshkosh State Normal School; three years teacher public school, Washburn, Wisconsin; three years teacher Green Bay, Wisconsin; student University of Chicago; in present position 1912.

ELLA MAUDE HARMON, A. B.

Latin and History

Graduate Eastern Kentucky State Normal School, 1914; A. B. in History, University of Kentucky, 1918; Summer School student, University of Kentucky, 1921, Columbia University, 1922; teacher Perryville High School, 1916-17 and 1920-22; present position 1922.

GEORGE N. HEMBREE, B. C. S.

Physical Education for Men

Five years student Berea College; one year Eastern Kentucky State Normal, 1916-17; Graduate Bowling Green Business University —Bachelor Commercial Science 1920; two years teacher in Kentucky; student University of Illinois; present position 1920.

MRS. STANTON B. HUME

Industrial Arts

Student Bellewood Seminary and Kentucky Presbyterian Normal School; student Cincinnati School of Domestic Science under Miss Gamon; student of Miss Anna Barrows, Columbia University; student of Miss Lamphere and Mr. Lane, New Hampshire; in present position 1910.

W. L. JAYNE, A. B.

Director of Rural Training Schools
School Management

A. B., Georgetown College; teacher in rural schools four years; principal Pollard Graded School five years; principal Sandy City Graded School four years; county superintendent of Boyd county four years; President Kentucky State Association of County Superintendents two years; principal Quicksand Graded High School two years; institute instructor; present position 1920.

CHARLES A. KEITH, B. A., M. A.

Dean of Men
History and Social Science

B. A., M. A., Oxford University (England), Rhodes Scholar from Arkansas; two years student University of Arkansas; one year student University of Texas; teacher of History, Little Rock High School, 1911-12; author of "Notes and Outlines in Civil Government;" "Notes and Outlines in American History," "A Supplement on Kentucky History;" in present position 1912.

EDITH LEVAKE

Critic Teacher, Grades 7 and 8

Graduate State Normal School, Platteville, Wisconsin; student in University of Wisconsin one Summer Session and in the University of Chicago two years; instructor in the Junior High School, Richland Center, Wisconsin, six years; critic in the State Normal School Eau Claire, Wisconsin, three and one-half years; present position 1922.

RUCIE MILLER

Reading and Public Speaking

Graduate of Sienna College; graduate Louisville Conservatory of Music, Department of Dramatic Art and Expression; student of Phidelah Rice, Elizabeth Pooler Rice, Rachel Noah France, of Boston, Blanche Townsend, of New York and a student of Leland Powers' Summer School, Boston, Mass; two years director of Dramatic Art and Expression, in the city schools of Franklin, Kentucky; present position 1920.

MIRIAM NOLAND

Principal Rural School

Graduate Madison Institute; graduate Eastern Kentucky State Normal; graduate student College of Music, Cincinnati; four years teacher demonstration schools in Kentucky; two years teacher graded schools; one year principal Garrard High School; one year extension work; in present position 1918.

MARY ESTELLE REID

Librarian

Edmonton (Ky.) High School; graduate Liberty College, Glasgow, Kentucky; special course in German, French and Library Administration, University of Nashville, 1907-08; one year in Carnegie Library, Nashville, Tennessee; in present position 1911.

JAMES RUSSELL ROBINSON, A. B. and A. M.

Registrar
History

A. B., 1909 and A. M., 1912, University of Kentucky; teacher Walton High School, 1909-10; Caldwell High School, Richmond, 1910-12; principal Madison County High School, Waco, 1912-18; graduate student Chicago University, summer 1922; in present position 1918.

GEORGE DRURY SMITH, B. S., A. B.

Science and Nature Study

A. B., Ohio Normal University, 1892; B. S., Ohio Wesleyan University, 1899; Life Certificate, Ohio, 1895; graduate work University of Michigan, summer, 1902; in State Biological Laboratory, Cedar Point, 1903; in Carnegie's Labroratory, Wood's Hall, Massachusetts, 1904; made collections and studied along Atlantic coast 1905; two years Superintendent of Schools, Gibsonburg, Ohio; eight years head of Biological Department, Akron High School; in present position 1908.

JOHN ORR STEWART, JR., A. B.

Director of Music

Bachelor of Arts, Cedarville College, 1911; Artist Diploma Voice, Cincinnati Conservatory of Music, 1915; attended Cincinnati College of Music, Voice Scholarship, 1911-12; attended Cincinnati Conservatory of Music, Voice Scholarship, 1912-1915; studied with Gorno, Hoffman, Saar, Sederberg, Stillman Kelley, Leighton Public School Music, Blanche Woody twenty-four weeks' post graduate summer work, Cincinnati Conservatory of Music since 1915; post graduate voice coaching and observation of teaching methods spring 1920, New York City with Sergei Klibansky, Wm. S. Brady, Frederic Haywood and Percy Rector Stephens; Ohio Life Certificate in Public School Music; taught Voice and Theory, Mt. Union Br. Conservatory of Music, New Philadelphia, Ohio, 1916-16; taught Voice Pennsylvania State Normal School, Indiana, Pa., 1916-January, 1919; resigned to enter Army Y. M. C. A. work at Camp Lee, Va.; associated with Bristow Hardin, Pianiste, Norfolk, Va., 1919-20; Director of Music, Piqua, Ohio, Public Schools, 1920-21. Director of Music, Montgomery County Schools, Dayton, Ohio, 1921-22; in present position 1922.

R. DEAN SQUIRES, A. B.

Latin and Mathematics

Elementary and secondary training public and private schools Bourbon County, Kentucky; A. B., Central University, Richmond, Kentucky 1901; three terms Teachers' College, Columbia University, New York, 1912, 1913, 1914; three years teacher public schools Montgomery County, Kentucky; seven years Superintendent Township Consolidated School, Indiana; nine years Superintendent City Schools, Carlisle, Kentucky.

BROWN E. TELFORD

Piano

Graduate of Lewisburg Seminary and Conservatory of Music; student under Herr Edwin Schneider, who is a graduate of the Leipzig Conservatory of Music; student under Mr. Frederic Shaller Evans and Mr. Bristow Hardin at the Cincinnati Conservatory of Music. One

year teacher of music at Lewisburg, West Virginia; two years teacher of music at Madison Institute, Richmond, Kentucky; in present position 1917.

MRS. JULIAN TYNG

Teacher and Critic, Grades 5 and 6

Graduate Madison Institute; graduate Eastern Kentucky State Normal School; student George Peabody College; one year teacher Madison Institute; one year teacher Guthrie, Kentucky; three years teacher Richmond City School; present position 1920.

CARRIE M. WATERS

Assistant Librarian

Graduate Winthrop Model School and Winthrop High School, Nashville, Tenn.; teacher's certificate from Peabody College, course in Library Economy, Nashville Carnegie Library; one year head of Reference Department, and for nine years head of Cataloguing Department in Carnegie Library, Nashville, Tenn.; in present position 1921.

GERMANIA WINGO

Teacher and Critic, Grades 3 and 4

Graduate State Normal School, Farmville, Virginia; some time student Teachers College, Columbia University, New York; 1911-13, fourth grade teacher at Crewe, Virginia, under supervision of Miss Fannie Wyche Dunn, now instructor at Teachers College; 1914-17, teacher of third and fourth grades at Amelia Court House, Virginia; 1917-18, teacher of second and third grades in Agricultural school, Virginia; teacher of primary grades Pulaski, Virginia; present position 1920.

RUTH WOODS, B. S.

Home Economics

B. S., State Teachers College, Kirksville, Missouri; graduate work in Columbia University; instructor in Vocational Home Economics, Trenton, Missouri, 1920; instructor in Vocational Home Economics, Richmond, Missouri, 1921; assistant in Home Economics, Summer Term, State Teachers College, Kirksville, Missouri; present position 1922.

EDNA ZELLHOEFER, A. B.

English

Graduate Illinois State Normal University, Bloomington, Ill.; A. B., University of Illinois; graduate student, one semester, University of Illinois; instructor in English in high school of Sparland, Le Roy and Rockford, Illinois, and La Cross, Wis. In present position 1922.

Faculty Organization

COMMITTEES

The President is ex officio member of each committee. All committees meet on the call of the chairman who gives at least one week's notice of such meetings to the other members of the committees.

ALUMNI AND SENIOR CLASS

Foster, Hembree, Noland, Tyng, Boothe, Harmon, Keith

BUILDINGS AND GROUNDS

Cox, Smith, Burnam, Telford, Deniston, Gibson, Miller, Hammond, Tyng, Dettwiller

BETTER CITIZENSHIP

Keith, Robinson, Jayne, Stewart, Miller, Squires

BETTER HEALTH

Smith, Hammond, Hembree, Woods, Carter, Hume, Zellhoefer

CERTIFICATION AND GRADUATION

Donovan, Foster, Caldwell, Boothe, Roberts

CLASSIFICATION AND STUDENT SCHEDULES

Keith, Stewart, Miller, Hammond, Zellhoefer, Woods, Gibson, Boothe, Carter, Deniston, Green, Jayne

CREDITS AND CREDENTIALS

Caldwell, Donovan, Foster

ENTRANCE EXAMINATIONS

Edwards, Robinson, Smith, Bressie, Deane, Harmon, Squires

EXTENSION AND SCHOOL SERVICE

Robinson, Jayne, Woods, Cox, Carter, Deane, Levake, Wingo

LYCEUM COURSE AND ENTERTAINMENTS

Stewart, Keith, Miller, Gibson, Green, Burnam, Telford, Caldwell Squires

SOCIETIES AND FORENSICS

Deane, Gibson, Robinson, Edwards, Foster

LIBRARY COMMITTEE

Reid, Donovan, Foster, Keith, Edwards, Smith, Robinson

PHYSICAL EDUCATION AND ATHLETICS

Carter, Keith, Roberts, Stewart, Edwards, Hammond, Hembree

PUBLICITY AND THE "REVIEW"

Deniston, Squires, Deane, Miller, Gibson, Zellhoefer, Brock

TEACHERS' BUREAU

Edwards, Donovan, Roberts, Caldwell, Hansen, Green

STUDENT WELFARE, DISCIPLINE AND GRIEVANCES

Boothe, Keith, Roberts, Levake, Deane, Hume

RULES AND REGULATIONS

This committee is made up of the President, the Registrar, the Dean of Women and the heads of the general departments.

RURAL SCHOOLS AND RURAL EDUCATION

Jayne, Noland, Deniston, Carter, Woods, Bressie, Harmon, Robinson, Zellhoefer

SOCIALS AND RECEPTIONS

Hume, Roberts, Levake, Tyng, Hembree, Deniston, Woods, Burnam, Dettwiller

VISUAL EDUCATION

Gibson, Harmon, Green, Deane, Bressie, Smith, Hansen, Tyng, Wingo

Y. M. C. A. AND MEN'S CLUB

Smith, Stewart, Hembree, Cox, Squires

Y. W. C. A.

Roberts, Telford, Hammond, Burnam, Hansen, Hume, Dettwiller

THE TRAINING SCHOOLS

Edwards, Donovan, Jayne, Levake, Tyng, Wingo, Hansen, Noland, Harmon, Zellhoefer, Bressie

VOCATIONAL EDUCATION

Hembree, Woods, Hume, Cox, Deniston

Class Officers

THE NORMAL SCHOOL

A Three-Year Course for Graduates of the Eighth Grade.

First Year—Elementary Class ..... Mr. Robinson
Second Year—First Intermediate Class ..... Mr. Squires
Third Year—Second Intermediate Class ..... Mr. Jayne

THE TEACHERS COLLEGE

A Two-Year Course for Graduates of Four-Year High Schools.

First Year—Advanced Class—Juniors ..... Mr. Edwards
Second Year—Advanced Class—Seniors ..... Mr. Foster

SPECIAL GROUP ADVISORS

Group I—Primary Teachers ..... Miss Green
Group II—Upper Grade Teachers ..... Miss Levake
Group III—Rural School Teachers ..... Mr. Jayne
Group IV—Teachers of Special Subjects—
Heads of Departments in which pupil choses electives

BUSINESS OFFICE

G. M. Brock, Business Agent
Earl B. Combs, Bookkeeper
Katherine Morgan, Stenographer
Helen Woodward, Stenographer
Maye Waltz, Clerk and Stenographer
Mrs. Cynda Karr, Matron and Dietician
Mary Sullivan, Housekeeper, Sullivan and Burnam Halls
W. A. Ault, Superintendent of Buildings and Grounds

GENERAL INFORMATION

HISTORY

On January 6, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison county, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2nd, and in the Senate on March 9th, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21st, and as the bill carried an "emergency clause," it became a law at once.

In April 5, 1906, the Governor appointed the commissioners to locate the two Normal Schools. Messrs. B. M. Arnett of Nicholasville, John Morris of Covington, George Payne of Paducah, George B. Edwards of Russellville, Basil Richardson of Glasgow, E. H. Mark of Louisville, and M. G. Watson of Louisa, constituted the commission.

On May 1, 1906, the commission visited Richmond to inspect the site offered by that city and on May 7th it met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named: Hon. James H. Fuqua, Sr., State Superintendent of Public Instruction, ex-officio Chairman; Hon. J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon. Fred A Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2nd and elected Ruric Nevel Roark, at that time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. The first act gave to the Eastern School an annual appropriation of $20,000 and $5,000 for equipment. Under the act of 1908 the school secured an additional annual appropriation of $20,000 and a special appropriation of $150,000 for new buildings and equipment. In 1912 an additional annual appropriation of $35,000 was secured. Therefore, the annual maintenance of the school provided by the State was $75,000.

The General Assembly of 1918 passed an act changing the support of the Normal Schools of Kentucky to a millage basis and repealed all annual appropriations under which the institutions had been operating. According to the new act the Eastern Kentucky State Normal School receives five-eighths (5/8) of one cent upon each one hundred dollars ($100.00) of assessed taxable property in the State. This insures more than one hundred thousand dollars annually for its maintenance.

The Legislature of 1920 appropriated one hundred fifty thousand dollars ($150,000.00) for the purpose of erecting dormitories at Eastern. This action was made imperative by the growing attendance and decreased rooming facilities in Richmond.

The Legislature of 1922 passed an enabling act, permitting the State Normal Schools to become teachers' colleges. The official name of this institution, under this act, is Eastern Kentucky State Normal School and Teachers College.

LOCATION OF THE SCHOOL

The home of the Eastern Normal School and Teachers College is a little city of about 6,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the mountain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Central University, the famous Presbyterian institution which was removed to Danville and united with Centre College in 1901. The campus lying between South Lancaster avenue and South Second street is one of the most beautiful in the south. It

has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buildings include:

University Hall—A fine old landmark, remodeled and properly equipped for recitation rooms. The Assembly Hall with balcony is on the second floor of this building. Here chapel and assembly exercises are held. This assembly room has recently been remodeled and reseated with handsome opera chairs.

Ruric Nevel Roark Hall—This handsome new building is named in honor of the founder and first president. It was erected in 1909, at a cost of $45,000. The laboratories for physics, chemistry, biology and agriculture are located on the first floor. These laboratories are well equipped for special and individual study. The other floors are used for recitation rooms, President's office, Dean's office, and the Business office.

The New Training School Building—This magnificent building stands eighty feet south of Ruric Nevel Roark Hall, and fronts equally with it on Lancaster avenue. It cost about as much as the Ruric Nevel Roark Hall, and is devoted almost entirely to the Model and Practice Schools. For this purpose its rooms are especially constructed so that each critic teacher may be able to supervise practice teaching in her own room and three smaller rooms connected with it.

On the upper floor the Library is accommodated. This new building greatly facilitates the handling of the expanding work in the professional departments of the institution. $5,500.00 worth of new books have recently been added.

Memorial Hall—This is a good dormintory for men. An annex has just been completed which enables it to accommodate about 100 more students. The new rooms are models with large, roomy closets and hot and cold water in each room. This Hall is in charge of a resident member of the faculty, Prof. C. A. Keith, Dean of Men.

Sullivan Hall—This dormitory for women was built in 1909 at a cost of $45,000. It was named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms, large kitchen and dining halls, all equipped with every modern and sanitary appliance known. The resident Dean of Women is in charge

of the hall, and personally cares for the home life of women students. A competent housekeeper is employed. A substantial annex to this hall accommodates seventy-five young women.

Burnam Hall, just completed, is a beautiful new dormitory for women, which will accommodate about 125 people. It was named by the Regents in honor of the late Judge A. R. Burnam, of Richmond, who did so much in securing the first large appropriation for the school, and who, to the day of his death, was a strong friend of the school. The rooms of the girls are models, with two large, roomy closets, and hot and cold water in each room. It is believed that the plan of the rooms is the last word in dormitory planning. In the front of this building, there is a large lobby, or parlor, probably the most beautiful room on the campus. In the basement, but above the ground, are the kitchen, dining room, and large play room. The completion of this building enables us to accommodate on the campus approximately 400 women.

The Power Plant was erected in 1909 at a cost of $49,000, contains the lighting and heating apparatus for supplying all the buildings on the campus. The electrical equipment consists of two 50 K. W. 1,100-volt A. C. generators, and the switch board and the necessary instruments for the distribution of the electrical energy.

Heating—The heating plant supplies low pressure steam to all radiators in the different buildings and the years' operation of the plant shows it to be highly efficient and satisfactory. The plant is considered one of the best power plants in the State of Kentucky. The Manual Training Shops are located on the second floor of this building. Individual equipment for shop work is provided.

New machinery has been purchased for the Manual Training Department, and forge and iron repair work will be added in an annex to the building to be built.

Model Rural School Building—The brick school house once known as Walter's Collegiate Institute, and which was used for nearly twelve years as the Normal School Library, has been reconstructed into a model rural school building, with ample ground and equipment to make it an ideal rural school plant.

THE GYMNASIUM

A frame building of appropriate size with hardwood floor is being erected to house the physical education work and to serve as a gymnasium. The building will accommodate all of the students at one time and when used as an auditorium, it will seat 1,100 people.

The Cottages—Four two-story brick cottages are used for dormitory purposes for women students. Seventy-two girls can be comfortably housed in these cottages. Cottage No. 1 is used occasionally for hospital purposes.

The buildings, except the cottages, are heated by steam from a central plant and lighted by electricity from our own power plant. The campus is also brilliantly lighted by electricity. Every floor in each building is supplied with hot and cold water. The bath rooms, lavatories and water closets are of the most modern types.

The President's House is situated on the northwest corner of the campus, facing Lancaster avenue, just north of the Roark Building. It is a large, two-story brick building, containing twelve living rooms and two halls. It was purchased by the Regents in order to complete the symmetry of the campus, and to protect it from possible undersirable buildings in the future, which would mar the beautiful campus. The President is expected to live in this home in order to protect the buildings and grounds, to have continuous oversight of the student-body that lives in the dormitories and uses the campus, and to be accessible to the public at all times.

STATELAND

The Normal School owns an excellent little farm of 112 acres, situated on the Barn's Mill pike, about a mile from Richmond. The residence on the farm is modern and up-to-date. There is also another cottage on the farm where live a white man and his family. The new barn is a model. Improvements have been made recently, such as a silo, a house for milking and one for caring for the milk. With these improvements the farm is thoroughly equipped.

The activities of the farm are those usual in this part of the State, except we do not grow hemp or tobacco. There is

a small dairy herd, composed of thoroughbred and grade Jerseys and Holsteins. The policy is to eliminate the Jerseys and substitute Holsteins because of their larger milk producing qualities. It is also the policy to build up a pure bred herd, gradually leaving off the grade stock. Thoroughbred red Duroc hogs are our standard breed. It is the plan to start the growing of chickens at an early date; probably the Rhode Island Reds will be grown.

This farm is owned and operated for the following purposes: To be used for demonstration purposes in relation to the Department of Agriculture of the Normal School; to give to students attending the school, work to help them pay expenses; and to furnish the dormitories with milk, eggs and vegetables in season, thus lowering the cost of living to students in the school. While Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses, to pay gradually for needed improvements, and to show a small yearly balance. Otherwise it might justly be considered a poor demonstration of efficient farm management, **which is the thing above all others the farm is intended to teach and to demonstrate.**

EASTERN ON SEMESTER BASIS

The ten-week term has been abolished in favor of the semester. This is in line with the custom prevailing in most of the colleges and normal schools of the country. The semester will be twenty weeks in length. Students are expected to enter at the first of a semester in September or February and remain through the entire semester if they expect to earn credit on their work.

The first semester opens September 25th and closes February 10th. The opening of the second semester will occur on February 12th and it will close June 30th. Students will be expected to enroll on these dates; however, on account of the irregularity in the length of the State's school term, Eastern will admit students at the middle of the second semester—April 23rd. Students who enter at this time will have an opportunity to do a half semester's work. We cannot over-em-

phasize the importance of entering on the date of the opening of the semester.

WHEN TO ENTER

We receive students at Eastern in the future only at the opening of the first semester; at the opening of the second semester; and at the middle of the second semester. Students may enter on the following dates:

First semester—September 25th.
Second semester—February 12th.
Middle of second semester—April 23rd.
Summer school—July 2nd.

NOTE

It is not uncommon that pupils desire to enter the classes at Eastern at irregular times and to take only part of a regular load. For such pupils we strongly recommend that they take by correspondence the same subjects they would take in residence, and then enter school at one of the regular periods for entrance. It will be more economical and better in every way. No student should come to Eastern expecting admission except at the regular time for receiving students without writing in advance and finding out if he can secure classification.

APPOINTMENTS

Students may receive appointments from their county superintendents. All appointments are made for four years or until the appointee completes his entire course of study. Appointees are not required to remain in school continuously. They may complete a part of their course, then teach for awhile, later, returning to the institution on the same appointment. ALL APPOINTEES RECEIVE FREE TUITION. Appointees must, in order to receive tuition, attend the school in their own district; that is, appointees from any county in the Western District will attend at Bowling Green; appointees from counties in the Eastern District will attend at Richmond. Those who pay tuition may attend either school.

The Eastern Dstrict is composed of the following counties: Anderson, Bath, Bell, Boone, Bourbon, Boyd, Boyle, Bracken, Breathitt, Campbell, Carroll, Carter, Clark, Clay, Clinton,

Elliott, Estill, Fayette, Fleming, Floyd, Franklin, Gallatin, Garrard, Grant, Greenup, Harlan, Harrison, Henry, Jackson, Jessamine, Johnson, Kenton, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, McCreary, Madison, Magoffin, Martin, Mason, Menifee, Mercer, Montgomery, Morgan, Nicholas, Oldham, Owen, Owsley, Pendleton, Perry, Pike, Powell, Pulaski, Robertson, Rockcastle, Rowan, Scott, Shelby, Trimble, Wayne, Whitley, Wolfe, Woodford.

EXPLANATION OF CREDITS

All work in the Normal School Course for the Elementary and Intermediate Certificates is estimated in Carnegie high school units. A subject pursued for one semester, reciting five times per week, gives the student a credit of two-thirds of a unit.

All work in the Teachers College Course is measured in semester hours. Every class is of college rank and the semester hour value is stated in connection with the details of the course to be found in another part of this year book.

The Elementary Certificate will be granted to students who complete forty weeks' work as outlined in the course of study. This is equivalent to six high school units. The Intermediate Certificate is granted to students who complete the three years' work outlined in the course of study. This is equivalent to eighteen high school units.

Students who have completed sixty-four semester hours of college work will be eligible for the Advanced Certificate.

BRING YOUR CREDITS

If you have completed work in an accredited high school or other approved institution, bring with you a complete statement of your work. These credentials will be of great value to you if you are enrolling as a new student.

CERTIFICATION AND GRADUATION

Certification and graduation are recommended by the faculty, on the basis of scholarship, skill in teaching, initiative, personality, habits and character; but no one will be considered by the faculty for certification or graduation unless

he has been first recommended by the Committee on Certification and Graduation. Certificates are issued by the Board of Regents on the recommendation of the Faculty of the institution.

THE STUDENT'S LOAD

Under the rules of the faculty, no student in the Teachers College shall take more than sixteen semester hours of college work. In special cases, however, a student may be permitted to take eighteen semester hours of college work.

Students in the Normal School pursuing work of secondary level, will be permitted to carry three units of work during a semester of twenty weeks.

During the Summer School, the regular load is six semester hours for students in the Teachers College, and one unit for those taking secondary work.

STANDARD OF WORK

If a student fails to do satisfactory work, he will be warned and conditioned at the middle of any semester. If his work continues to be unsatisfactory, he will be dropped at the end of the semester.

OUR SYSTEM OF GRADING

All grades are reported in letters on a five-point scale: highest, A; next highest, B; middle group, C; next lowest group, D and Z; lowest group, F. The following is the interpretation placed upon the grading:

A—Excellent.
B—Good.
C—Average.
D—Poor
Z—Conditioned.
F—Failure.

Not more than four grades of D will be counted in credit toward any one certificate; nor will any grades of D be included in transferring credit to other schools.

EXPLANATION OF SOME TERMS USED

A Carnegie unit, or a high school unit, is a subject pursued one year. It is approximately 200 forty-minute recitations, or 8,000 minutes.

A "semester hour" is one 50-minute recitation per week for a semester. It equals approximately 1,000 minutes of recitation.

A "laboratory hour" will receive half as much credit as a recitation hour that requires preparation.

ALUMNI ASSOCIATION

The purpose of this organization is to promote fellowship among the ever-increasing number of graduates and to stimulate a mutual interest between the institution and her former students. Now that the school has been given the right to become a teachers' college, the association expects to see many of its members returning to the campus.

Both graduates and former students are included in the membership of the association, and there are no fees. All who wish to get in touch with the organization write Miss Carrie Allman, Secretary, Richmond, Ky.

SCHOOL ORGANIZATION

Discipline—The Normal is responsible to the State for the character and scholarship of its grdauates—those who are to teach in the public schools. The Normal will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, or if they are found to be unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary here. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls with assurance that their safety, their general culture and their education will be guarded as carefully as may be.

The School Day—Work begins in the Normal class rooms at 7:30 a. m. and some classes are to be found in operation at every hour until 5 p. m. Usually physical education and athletics occupy the later hours of the day. All class periods are for full fifty minutes, with ten minutes' intermission between classes.

The School Holidays—The Normal Community observes all the regular legal holidays that occur during the year's work. Usually about ten days are given over to the holiday season at Christmas and New Year.

Christian Associations—The institution is not denominational in any sense. However, its positive influence is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday Schools in the city. The Young Men's Christian Association and the Young Women's Christian Association have large memberships. The associations meet every Sunday afternoon in regular quarters on the campus; they also conduct devotional meetings during the week. The societies are doing a great good in the school. New students should join these associations and become active workers. Vespers will be conducted on the campus each Sunday afternoon during the Summer School for the entire school.

Lecture Course and Entertainments—Eastern maintains a high grade lecture course largely for the benefit of the students. It is under the supervision of the Committee of the Faculty on Lecture Course. Each student is able to attend the course without expense.

Societies—The old organization of Eastern into six big literary societies, namely, the Carpediem, the Periclesian, the Excelsior, the Utopian, the Cynthian, the Washingtonian societies, membership in one of which was required, has been abandoned because the institution has outgrown such organizations. Instead of these six societies, the membership of which was made up of students of all grades from the Elementary through the Advanced classes, there has been organized one society in the Normal School (the three-year course for eighth grade graduates), the "Ruric Neville Roark Society," named for the first president of the Normal School; and one society in the Teachers College (the two-year course for high school graduates), the "Horace Mann Society," named for the great champion of common schools in America. Membership in both of these societies is voluntary. Other societies of the same type will be organized as the need may appear. These societies are largely self-governing and meet regularly on Thursday evenings.

Classes—The Normal School is made up of three classes: the Elementary, the First Intermediate and the Second Intermediate classes. There are, at present, two classes in the Teachers College: the First Advanced, or Juniors, and the Second Advanced or Seniors. These classes are each organized for class activities with a faculty class officer in charge. They meet regularly once a week on Thursdays at the chapel hour. Membership in and regular attendance at these class meetings are required. Competition among these classes in declaiming, debating and physical contests, is reasonably encouraged.

Division Groups—For the purpose of closer personal acquaintance, a more intense study of the needs of divisions and other desirable activities, the students of the sixty-nine counties are divided into ten groups, namely:

1. The Big Sandy Group ..... seven counties
2. The Upper Ohio Group ..... seven counties
3. The Lower Ohio Group ..... seven counties
4. The Licking River Group ..... nine counties
5. The Upper Kentucky River Group ..... nine counties
6. The Madison County Students ..... one county
7. The Lower Kentucky Group, east ..... ten counties
8. The Lower Kentucky Group, west ..... seven counties
9. The Upper Cumberland Group ..... six counties
10. The Lower Cumberland Group ..... six counties

The groups are regularly organized with student officers; they meet twice a month and carry out regular programs. One of the best things in going away from home to school is the opportunity for making acquaintances and friends. Every student who comes to Eastern, should learn to know the other students from his own county, the students of his group, his classmates, the students with whom he may be associated in other school activities, and as many others of the entire student body as may be practicable.

Model and Practice School—Eastern maintains throughout the entire school year a model and practice school for demonstration and cadet-teaching purposes. The school consists of eight grades. All the grades are used for demonstration and cadet-teaching.

The critic teachers in charge of this school are thoroughly trained, each teacher being in charge of two grades. In order that the best possible work may be done the number of pupils per teacher is limited. This school is recruited from a waiting list which is kept in the business office. Each student pays a $2.00 incidental fee each semester.

The Rural School—As a part of the Model Training School, Eastern maintains a Rural School on the campus during the second semester. This school is composed of country children exclusively and includes all of the regular eight grades. It is used for observation and cadet-teaching purposes. Here pupils interested in rural schools may observe daily the organization and the workings of a country school; and those taking out the Elementary Certificate, in order to teach in rural schools, may gain actual experience in teaching under supervision.

Kavanaugh—Eastern is cooperating with the County Superintendent and the County Board of Education in making an ideal one-teacher country school at Kavanaugh, a school about two miles east of Richmond. A full graduate of the Normal School has been engaged for the year, Eastern recommending her and the Board electing. On condition that the students of the Normal School may at all times observe the school at work, Eastern is assisting with equipment, supplementing the teacher's salary and extending the term. Students will be transported to and from this school in the school automobile.

STUDENT PUBLICATIONS

"**The Milestone,**" established 1922, is an annual published each year by representatives of the senior class. This publication contains photographic and satistical records of all organizations and events in the past college year. The staff consists of an editor-in-chief, associate editor, art, literary, photographic, advertising, society and joke editors and a business manager. Elections to the editorial department are part competitive and part elective by the class.

Another very important publication, established in 1922, is the "**The Eastern Progress,**" the newspaper of the Normal. Work on this paper calls for "covering" lectures, meetings,

athletic games and events not in regular routine, or "hunches." Members of the faculty make frequent contributions on their various fields of study. This publication not only contains news of interest to the students, but articles that will interest alumni and teachers throughout eastern Kentucky.

There are enough extra curricula activities at Eastern to suit everybody's taste, so when you come to Eastern, go out for some one of them the minute you enter.

These publications offer widespread opportunities for the energies and talents of men and women who do not possess athletic ability. You will find that your work on these publications will give you an unrivalled opportunity to become acquainted with your surroundings and your college mates. Many have said that their chief benefit from a college education has come from just such self-directed activities.

Eastern Kentucky Review—This publication is the official bi-monthly review published by the Normal. It is edited by the Faculty and the Student-body. If you are interested write for it—free.

Athletics—It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

The various teams are under supervision, and all students of good class standing, who are physically qualified, may compete for a place on the teams.

The football season extends from the beginning of the fall term up to about Thanksgiving; the basketball season lasts from Thanksgiving on through to baseball weather; the baseball season continues from first suitable weather to the end of the second semester; the last term in the year is the term of lawn tennis and track athletics.

THE LITTLE THEATRE

One of the greatest movements introduced into America originated in Paris in about the year 1898.

Its far-sighted creators understood that in each individual there is a desire to give expression to his emotions in a greater or less degree. To curb and direct these emotions in the right channels would be a step towards advancement toward the

ultural side of life, thereby increasing a keener appreciation nd a more tasteful enjoyment of dramatic literature.

With such purpose the Little Theatre was brought into existence. It was received with hearty welcome in America, and oday there are over two hundred and fifty little theatres in he United Sttaes.

This Little Theatre movement, which has created such videspread interest throughout the country during the past ew years and especially in Kentucky during the last year, as invaded the campus at Eastern, and has become a drawing ard for those students who feel that there is in every life a ertain amount of pleasure that may be derived only when pecial activities are entered into. These activities may be of mental or physical nature or they may be a combination of oth.

There is an opportunity as a player in the Little Theatre to levelop any talent that the member may possess either as an ctor, a costumer, a creator of stage settings and lighting effects, or in producing anything of an original nature. It is not rganized for any commercial purpose although it is glad of he opportunity to assist any other organization.

The candidates for this club, before being eligible for membership, must present evidence of their ability in the form f a "try-out" before the players. Immediately following a meeting of this kind the candidates are dismissed, and the lub members proceed with the regular business, voting by ecret ballot. Those receiving five-sixths of the votes of the members present are declared duly elected members of the lub.

There is a splendid opportunity for those who do not make he club to attend the rehearsals and observe the coaching of he plays, thus enabling the observer to present better entertainments and plays in the schools of the State.

With such an excellent organization on the campus it is lear that this club is one of the greatest factors for good not nly at the Eastern Kentucky State Normal School and Teachers College but for the entire State.

MEDALS

Eastern is encouraging oratorical and debating contests. Medals will be given this year to the winner of the Boys' Oratorical contest, of the Girls' Reading contests and of the Boys' Declamatory contest. Medals will also be given for the best essay and the best debator in the Annual Debate. A loving cup will be given to the winning team in the annual debate.

SUMMER SCHOOL OF 1923

The Summer Term will open on July 2, 1923. The term will be six weeks in length. The regular faculty will be in charge. A number of specialists will be employed to supplement the work of the regular faculty. Six hours of credit may be secured by those taking work in the Teachers College. One unit will be given to students who are pursuing secondary work.

The Summer School is organized especially to fit the needs of graded and city school teachers. This is the only opportunity which these teachers have to secure additional professional training, and Eastern will, therefore, offer such courses as may be highly beneficial to these teachers. A primary specialist will be employed to do demonstration teaching.

BOARDING AND ROOMS

Rooms in Memorial Hall (men's dormitory), steam heated and electric lighted, are one dollar to one dollar and fifty cents a week for each student. This Hall has just been thoroughly overhauled and renovated. It is in excellent condition.

Rooms in Sullivan Hall and Burnam Hall (women's dormitories), steam heated and electric lighted, are one dollar to one dollar and fifty cents a week for each student.

Rooms in the cottages (for women) are one dollar a week for each student.

Young women are expected to room on the campus when attendance does not exceed the capacity of the dormitories, unless for special reasons they are granted permission by the Dean of Women to room elsewhere.

When the attendance is greater than the capacity of the dormitories, students holding county appointments shall have preference for rooms on the campus.

Pupils under sixteen years of age will not be received in the dormitories or dining rooms on the campus.

Subject to the above exceptions, students in residence have precedence in selection of rooms.

Whether rooming on the campus or in private homes, students are required to take care of their rooms and to furnish pillow cases, sheets, spreads and comforts or blankets, towels, soap, runners for tables and dresser, and table napkins and napkin rings.

A deposit of three dollars will be required of each occupant of any room on the campus to guarantee the proper care of room and furnishings in buildings used for dormitory purposes. Upon proper endorsement at the termination of student's stay in school, the whole or such part as may be due after deduction for damage is made, will be returned to student.

Room rent and deposit are payable in advance.

Students wishing to engage rooms either on the campus or in town, should write the President for application blanks which should be filled out promptly and returned to the President. These applications are filed in the order of their dates and, in that order, assignments are issued.

Applications for either semester will be received any time after the first of May of the preceding year; but only for the first semester, can reservations be issued promptly. In September, the dormitories are filled with students; applicants for rooms at later dates can be placed only as vacancies occur; seldom are releases received until near the close of the semester.

When an assignment to a room on the campus has been received, a reservation fee of two dollars should be sent to the Business Office (address T. J. Coates, President) within ten days from date, or else the assignment becomes void. This fee will be applied as a part of room rent at the opening of the semester for which reservation is given, if receipt for this two dollar fee is presented to the Business Office at the time of paying the remainder of the room rent.

The holder of a reservation may receive the refund of fee by request in writing not later than ten days before the opening of the semester for which reservation is given.

Room reservation is void if not claimed by Monday night of the opening of the semester and the fee is forfeited. Room reservations are not transferable. Individuals who cannot take up their assignments must surrender them to the school.

An application for a room transferred to a later semester, is entered under the date of the transfer, not under the original date of the application.

The school maintains a list of private homes which agree to take student roomers under conditions and rates accepted by the landladies and by the school.

Students should not engage rooms or board before ascertaining from the school that the landlady's name is on the approved list. The fact that students have roomed or boarded at a home during some previous year is not necessarily a guarantee that the home is at present on the approved list. Students desiring to room with relatives or friends should notify the Dean of Women, or the Dean of Men, as the case may be, of such intentions as early as possible before coming, to secure the school's approval if it can be given.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are alike subject to the regulations, control and supervision of the school.

Table board is $3.00 a week for both men and women. Students who room on the campus will board at one of the dining rooms on the campus.

Men and women students in rooming houses off the campus may board at the school dining rooms. Board is payable in advance. None pay by meal except out-of-town guests and students waiting an opportunity to enroll.

Room rent and board will not be refunded except in the case of real sickness. No deductions can be made in table board for a few days' absence at the beginning or the end of the semester.

Incidental Fees—Each student pays an incidental fee of $4.00 per semester when he enrolls. This is not a matriculation or enrollment fee, but it is to cover library, gymnasium and athletic fees, lecture courses and contingent expenses. The in-

cidental fee is paid by all students and is not refunded. After the opening day, late-comers must pay $1.00 extra fee. It pays to be on time.

Special Fees—Those who take special subjects pay for materials only, as follows:

Domestic Science, per semester	$4.00
Chemistry, per semester	2.00
Manual Training, per semester	2.50
Photography, per semester	1.00
Handwork, per semester	4.00
Music Lessons, per semester (two lessons per week)	24.00
Music Lessons, per semester (one lesson per week)	15.00
Piano Practice, per semester (one hour per day)	5.00
Violin Practice, per semester (one hour per day)	5.00

Tuition Fees—Appointees will receive free instruction for the time necessary to complete the course in which they matriculate. Non-appointees from Kentucky and other states will pay the following fees in advance:

For any one semester except the Summer School	$18.00
For the Summer School	6.00
Two semesters	32.00
For two semesters and the Summer School	38.00

County Superintendents-elect, or already in office, will be charged no tuition.

Necessary Expenses for One Semester

Board	$60.00
Room Rent	$20.00, $22.00, $24.00, $25.00, 30.00
Incidental Fee	4.00
Total	$84.00 to $94.00

RECAPITULATION

For admission to the State Normal:

1. Good moral character.
2. Age—not less than sixteen years.
3. Appointees—free tuition.
4. Those who hold certificates of any grade enter without examination.

5. Those who hold common school diplomas enter without examination.

6. Those who hold State diplomas, State certificates, and graduates of High Schools, Colleges and Normal Schools enter without examination.

NOTE—Certain credits will be given to those whose qualifications justify it, but each individual case will be taken up on its merits.

Special Notice—See your County Superintendent about an appointment, and write T. J. Coates, President, for full information.

DEPARTMENT OF EXTENSION

For some years—in fact, since the school was founded—Eastern has been carrying on extra mural activities, such as commencement addresses, lecturing before institutes, and other occasional lectures and demonstrations. This work has now been increased through correspondence, lecture courses and study center classes and through the service offered by the Extension and School Service Committee. Correspondence courses were first offered by the Eastern State Normal late in the year 1919. The popularity of these courses was at once evident and the amount of work done in this way has been steadily growing.

PURPOSE

The purpose of the Department of Extension of Eastern is to make the resources of the institution available in as many ways as possible to as many people as possible. People who are unable to avail themselves of the advantages offered in resident study have a just claim upon the State for some sort of educational opportunities. Also, people who can spend only a limited time in resident study are enabled to supplement this with additional instruction, such as the Normal School was created to give.

Just now, Kentucky faces an educational crisis. Far-reaching reforms were made by the legislature of 1920. If those reforms are faithfully carried out, Kentucky's schools will make more progress in the next ten years than they have made

in the past century. To meet the provisions of this new legislation, several thousand teachers, who do not now possess it, must be given high school training.

It is impossible for the majority of them to spend more than an occasional short term doing resident work. Many will be able to do no resident work at all. If they were able to come, the State Institutions could not accommodate them. Correspondence work will help solve the problem.

FOR WHOM INTENDED

Extension work as offered by the Eastern Kentucky State Normal School and Teachers College is intended for four classes of people: (1) Students who have attended the school and who expect to return to secure a certificate or to graduate; (2) teachers who expect to attend the institution but who want to work off a few credits before entering while teaching; (3) teachers who wish to qualify to meet the high school requirements of the new school law; (4) teachers who must continue teaching the whole year and who want to improve their scholarship.

CHARACTER OF THE COURSES

The correspondence courses are the same as those given in the class rooms of the institution.

ADVANTAGES

Experience and the example of the great commercial schools have demonstrated the fact that subjects can be taught successfully by correspondence. While some of the special advantages of resident study are lacking, this method has some compensating advantages of its own. In correspondence instruction, self-reliance, industry, initiative, perseverance, and kindred qualities are peculiarly encouraged, and developed. The teaching is personal and individual. Each student studies and recites the whole lesson and every part of the lesson, and stands in relation to the teacher as an individual and not as a member of a large class. The advantages of this method for thoroughness and for minute inspection of all of a student's work are obvious.

The fees for correspondence study are merely nominal. The cost shows that it is the most economical means of obtaining an education. The correspondent student is usually engaged in some gainful occupation. He is not at the expense of attending school away from home or distant from his work. He turns his leisure time, which he otherwise often wastes, into a very profitable investment.

PROCEDURE IN SELECTING A CORRESPONDENCE COURSE

If you wish to take a correspondence course, examine the list offered on page 43 of this catalog. If you find a course that suits you, write to the President (address T. J. Coates) for enrollment application blank which you will fill out and return to him, enclosing remittance for enrollment and instruction fees. (See under "fees" below.) On receiving your enrollment application blank, properly filled out, the Registrar will notify the Dean of your application; and, if in the Dean's judgment, you are prepared for the course, he will enroll you for that course. If you are not accepted, your money will be promptly returned to you.

REGULATIONS

Admission—Students will be admitted to correspondence courses under the same conditions that govern admission to resident classes. Completion of the eighth grade is required for enrollment in a high school course; completion of a four-year high school course is required for admission to a college course. Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution."

For admission to college courses, evidence of completion of a four-year high school course must be submitted.

All communications in regard to credits or admission should be addressed to T. J. Coates, President.

Beginning—Students may begin correspondence work at any time during the year. We will not guarantee, however, that there will not be some interruption of the work during the six weeks' summer vacation.

Fees—An enrollment fee of $3.00 is charged, which is paid but once, no matter how many courses are taken or how long a time has elapsed between courses. There is also an instruction fee of $7.00 for each one-third unit taken, or $3.50 for each college hour. No credit can be given for any work taken in the Extension Department without the payment of fees. No fees are refunded except in cases where the student is found unprepared to take the course, or the school is unable to offer it.

TIME FOR COMPLETION OF COURSES

Courses must be completed in a reasonable length of time. Students are expected to take, at least, one lesson each week, completing the course in twenty weeks. Allowance is, of course, made for sickness or for unusual home conditions. A student who, for any reason, does not report either by letter or lesson within a period of thirty days may forfeit his right to further instruction. A course may be completed as rapidly as the student has time to do the work.

LIMITATIONS

1. Not more than two subjects may be taken at one time if credit is desired toward one of our certificates. Students not working for a certificate and merely wishing to improve their scholarship or to get high school credits toward meeting the new requirements for teachers may take as many as four subjects at one time if there are no other duties to interfere with the work. Students are advised not to take more than two subjects at one time.

2. Not more than one-third of the work in any one department in any certificate course may be taken by correspondence by those who are working for that certificate.

3. Correspondence courses may not be taken by resident students except in unusual instances and then only by special permission. When those who have been taking correspondence work enter the institution to do work in residence be-

fore the completion of their courses, they are expected to drop all such correspondence courses during the period of resident study. Upon leaving school students may resume correspondence work where it was left off. Only by obtaining the written permission of all his instructors may a student complete his correspondence course while in residence.

CREDIT

The same credit is given for work done by correspondence as for work done in residence.

EXAMINATIONS

When a student has completed all the assignments of a course in a satisfactory manner an examination will be arranged to meet, as far as possible, the convenience of the student. Where it is inconvenient for the applicant to report at the Normal School, arrangements will be made to have the examination in the student's own county under the supervision of some school officer. The examination questions will be made out by the instructor at Eastern, who has had charge of the course, and they will then be forwarded to the school officer who is to conduct the examination. After the examination is held, the applicant's papers will be sent to us for final grading. If the local school officer charges a fee for his services, this must be paid by the student.

TEXT BOOKS

The text books used are, in most cases, the same as those used in residence. However, it is sometimes necessary to use some one supplementary book in correspondence that is not used in residence because the resident student has access to the library for reference work. The books may be ordered from the publishers, or the institution will furnish them to correspondence students whenever desired in the same manner as to students in residence, i. e., they will be sold to the student and bought back after the completion of the course at a slight discount to cover wear and tear.

COURSES OFFERED BY CORRESPONDENCE

(For description of any course, look it up under its proper department in this catalog, e. g., for English 2, see under the Department of English, page 69.)

High School Courses

First Year

Mathematics 1 (Arithmetic 1)	⅔ unit
English 1 (Grammar 1)	⅔ unit
History 1 (Civics 1)	⅓ unit
English 2 (Composition 1)	⅔ unit
History 2 (American History 1)	⅔ unit
Physical Education 1	⅓ unit
Penmanship	⅓ unit

Second Year

Science 2 (Geography 2)	⅔ unit
English 3 (American Literature 1)	⅔ unit
Mathematics 2 (Algebra 1)	⅔ unit
Science 3 (Biology)	⅔ unit
Agriculture 1	⅓ unit
History 3 (Ancient History)	⅔ unit
Mathematics 3 (Algebra 2)	⅓ unit
Education 3 (Rural Sociology)	⅔ unit

Third Year

History 4 (Medieval and Modern)	⅔ unit
English 4 (English Literature 1)	⅔ unit
Education 4 (School Management)	⅔ unit

College Courses

Education 101 (Psychology)	2 hours
History 102 (American History)	3 hours
History 103 (Medieval and Modern)	3 hours
Agriculture 103 (Farm Crops)	3 hours
Mathematics 101 (Arithmetic Methods)	3 hours
English 101 (Composition)	3 hours
Education 109 (School Administration)	2 hours
English 102 (Literature for Children)	2 hours
Science 109 (Biology)	3 hours
Mathematics 107 (Algebra)	2 hours
Education 110 (History of Education)	2 hours
Manual Training 102 (Mechanical Drawing)	2 hours
Manual Training 103 (Mechanical Drawing)	2 hours
Education 114 (Child Psychology)	2 hours

EXTENSION CLASSES

In addition to the courses offered by correspondence, Eastern offers to teachers in service the opportunity of taking work for credit in extension classes. A group of teachers take up some subject offered at Eastern. They meet for study and recitation a certain number of times and then take an examination on the subject. If they successfully complete the work, covering the same ground and doing the work as thoroughly as if it were done in the institution, they will receive credit on the course. Not more than two such courses may be carried during any one year.

Extension classes will be formed wherever ten teachers or more decide that they care to pursue the same courses.

A number of such classes were conducted last year and the work was very successfully completed. This reduces the amount of time required for the completion of the work at Eastern. We trust that many such extension classes may be organized this year in various parts of the State.

The teachers in these study centers are, in every case, specialists in the courses they offer. In some cases, they will be sent out by the school from the regular faculty; in others the instructor may be a local teacher who has completed his college work.

GENERAL REGULATIONS GOVERNING EXTENSION CLASSES CARRIED ON UNDER DIRECTION OF THE EXTENSION DEPARTMENT OF THE EASTERN NORMAL SCHOOL AND TEACHERS COLLEGE AND SUGGESTIONS REGARDING THEIR ORGANIZATION AND CONDUCT

General Scheme for Organization and Conduct of Classes

1. Teachers in charge of Extension Classes must be approved by the President of Eastern Normal School and Teachers College, on recommendation of the Director of Extension.
2. Science classes will be permitted only where adequate laboratory facilities are available.
3. Courses offered shall conform to those offered by Eastern, and credit granted for work done in Extension Classes shall be the same as that given for similar work done within the parent institution. College classes shall meet for recitation for the same number of hours as if they were carrying the course in the institution.

4. Standards of scholarship must be maintained in all Extension Classes, and in order to insure this the following will be required:
   a. Attendance for **full time** upon each class or laboratory period. In case a student is unavoidably absent from a recitation the instructor shall require that such time be made up in full, and work completed to his satisfaction; the time lost from tardiness shall be made up in the same manner. The instructor may require compensation for time spent with pupils in making up lost time. The attendance of each student shall be kept on an enrollment card and this card shall be sent to the institution upon the completion of the course.
   b. The text used must be mastered to the full satisfaction of the instructor, all collateral reading assignments must be completed, and all note books and written work receive the instructor's approval.
   c. All students wishing to receive credit for work done must pass a written examination upon the subject matter covered. A copy of the questions used in final examinations, and the papers submitted, must be sent in to the Extension Department with the final report of the class. All members shall enroll for credit, except as otherwise admitted by special permission of the Director of Extension.
   d. All work done in Extension Classes shall be subject to the inspection and supervision of the Extension Department, and the privileges extended to the class may be withdrawn at any time if the required standards of scholarship are not rigidly maintained.
5. Persons engaged in full-time teaching will not be permitted to take more than one extension class at a time. Teachers who wish to continue Extension Class work after the expiration of their school term may take two classes. Persons who have never taught but who wish to enter the profession may be enrolled in Extension Classes upon recommendation of the teacher in charge and the approval of the county or city superintendent concerned.
6. When library facilities are not adequate to meet the needs of the class, each member may be required to purchase one book in addition to the text used for general class reference.
7. A registration fee of $3.00 will be charged every student upon enrollment, unless such student has been enrolled in Extension or Correspondence class at some former time. This fee goes to the Eastern Normal School. In addition such amount as will meet all local expenses shall be collected from members of the class, or otherwise provided. The amount paid the instructor, however, shall not exceed $5.00 per recitation period and necessary expenses incurred in meeting the class.
8. Ten pupils will constitute the minimum Extension Class, except by special arrangement.

COURSES OF STUDY

Normal School Course

ADMISSION TO THE NORMAL COURSE

The following rule was adopted by the Executive Council, charged with the responsibility of making the course of study for the Normal Schools:

"No student will be eligible to enter either institution who has not completed the eighth grade.

"Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution to which the person applies for admission.

"(d) No person under eighteen years of age who lives reasonably accessible to an approved or accredited high school will be admitted to either institution unless he shall have completed the course offered by said high school."

The New Course of Study

The course of study is five years in length:

(a) A three-year elementary teacher training course for graduates of the eighth grade of the common schools.

(b) A two-year elementary teacher-training course for high school graduates.

Five years of preparation will be required before the graduate of the common school is eligible for the Advanced Certificate. The graduate of an accredited high school can complete the work for the Advanced Certificate in two years.

THREE-YEAR ELEMENTARY TEACHER TRAINING COURSE FOR GRADUATES OF THE EIGHTH GRADE OF THE COMMON SCHOOLS

Leading to the Elementary and Intermediate Certificates.

FIRST YEAR

First Semester		Second Semester	
Arithmetic 1	2/3 unit	Education 1	2/3 unit
Grammar 1	2/3 unit	Eng. Composition 1	2/3 unit
Reading 1	2/3 unit	American History	2/3 unit
Geography 1	1/3 unit	Physical Education 1	2/3 unit
Civics 1	1/3 unit	Penmanship (drill)	1/3 unit
Music (drill)	1/3 unit		

SECOND YEAR

First Semester		Second Semester	
Geography 2	2/3 unit	Psychology 1	2/3 unit
Amer. Literature 1	2/3 unit	Agriculture 1	1/3 unit
Algebra 1	2/3 unit	Ancient History	2/3 unit
Biology	2/3 unit	Algebra 2	1/3 unit
Drawing (drill)	1/3 unit	Rural Sociology	2/3 unit
		Phys. Ed. (drill)	1/3 unit

THIRD YEAR

First Semester		Second Semester	
Med. & Mod. History	2/3 unit	Agriculture 2	1/3 unit
Geometry 1	2/3 unit	Amer. Government	2/3 unit
Eng. Lit. 1	2/3 unit	Arith. 2 or Trig.	2/3 unit
Education 4	2/3 unit	English 5 (word study)	2/3 unit
Indust. Arts (drill)	1/3 unit	Education 5 (Obs. & Part.)	1/3 unit
		Indus. Arts (drill)	1/3 unit

No electives are offered in the above course. Students who have completed the eighth grade only will be required to take the course as outlined. Students who have done a part of their high school work in accredited schools will be given full credit on the work completed in other schools; they will be required to complete in the Normal the work on which they lack credit. Graduates of accredited high schools will not be expected to take any of the above courses.

ADMISSION TO TEACHERS COLLEGE COURSES

Students will be admitted to the Teachers College Courses as their previous training warrants. Applicants for admission to the Teachers College Courses must offer credits for fifteen units of high school or other secondary school work so chosen as to include the five basic units prescribed by all colleges. Only students who hold certificates of graduation from accredited high schools will be admitted without examination. A student may be admitted conditionally who presents fourteen units of high school credit, but he will be required to make up the additional units during the first year of his attendance.

Applicants who desire to enter the Teachers College Course must have their credits certified by the superintendent or principal of the school in which they were secured. Blank forms for such certificates will be furnished by the Registrar upon application. These certificates should be properly made out and brought to Eastern by the applicant on entering the institution.

Examinations for students who are graduates of non-accredited high schools will be held during the first week of each semester.

ENTRANCE SUBJECTS

The units offered for admission to the Teachers College Course must be taken from the list as given below. The number indicates the units that may be offered in each subject:

English	3 to 4	Latin	1 to 4
Algebra	1 to 2	Civil Government	½
Plane Geometry	1	Botany	½ to 1
History	1 to 3½	Chemistry	½ to 1
Solid Geometry	½	Physics	1
Trigonometry	½	Physical Education	½
Physical Geography	½ to 1	Commercial Geography	½
Zoology	½ to 1	Commercial Arithmetic	½
Psychology or Pedagogy	2	Surveying	½
Political Economy	½	Bookkeeping	½
Agricultural—General	½	Manual Training	½
Domestic Science	½ to 1	Drawing	½
French	1 to 3	Physiology	½ to 1
German	1 to 3	General Science	½ to 1
Spanish	1 to 3	Typewriting	½ to 1
Greek	1 to 3	Stenography	½ to 1

BASIC UNITS REQUIRED

The following subjects are required for entrance to the Teachers College Courses:

English	3
Algebra	1
Plane Geometry	1

The ten elective units must be chosen from the above list.

ADVANCED STANDING

Students who can present equivalents of any part of the college work may secure advanced standing and thereby reduce the number of hours required for graduation. They may secure this advanced standing by transfer of credits from a standard normal school, junior college, college, or university. An official statement must be submitted to the Registrar, certifying in detail the work for which credit is desired.

A TWO YEAR ELEMENTARY TEACHER-TRAINING COURSE FOR HIGH SCHOOL GRADUATES

Leading to the Advanced Certificate

In this field, the student will be expected to elect the course he desires to enter. Preparation for teaching is preparation for a specific type of service. Eastern offers four specific courses. The student is expected to determine for what kind of position he desires to prepare. He then elects the courses designed to prepare him for that type of service. The following courses will be offered:

1. **Course for the preparation of primary teachers, grades 1 to 5 inclusive.**
2. **Course for the preparation of upper grade teachers or Junior High School teachers, grades 6 to 9 inclusive.**
3. **Course for the preparation of rural school teachers, grades 1 to 8 inclusive.**
4. **Course for the preparation of special teachers and supervisors.**

Much of the work will be the same regardless of which course the student elects; but, at certain points, the work will be differentiated.

Teachers College Courses

COURSE FOR THE PREPARATION OF PRIMARY TEACHERS, GRADES 1 TO 5 INCLUSIVE

FIRST YEAR

First Semester

Education 101, 102 and 103:

1. Psychology ..... 2 hrs.
2. Introduction to Teaching—Primary Grades ..... 1 hr.
3. Technique of Teaching—Primary Grades ..... 1 hr.

} 4 hrs.

English 104 and 111:

1. Grammar ..... 2 hrs.
2. Library Methods ..... 1 hr.

} 3hrs.

History 101:

1. American History ..... 3 hrs.

Agriculture 101 or 103:

1. Animal Husbanry or Farm Crops ..... 2 or 3 hrs.

Mathematics 102:

1. Arithmetic 2 ..... 3 hrs.

Music (drill) ..... ½ unit.

Second Semester

Education 104 and 105:

1. Project Method ..... 2 hrs.
2. Observation and Participation—Primary Grades 2 hrs

} 4 hrs.

English 101:

1. Composition ..... 3 hrs.

Expression 101:

1. Reading ..... 2 hrs.

Physical Education 101:

1. Health, Hygiene and Sanitation ..... 3 hrs.

Science 110:

1. Geography ..... 3 hrs.

Electives ..... 2 hrs.

Penmanship (drill) ..... ½ unit.

SECOND YEAR

First Semester

Education 106, 107 and 115:

1. Psychology of the Elementary School Subjects....2 hrs.
2. Tests and Measurements ..... 2 hrs.
3. Child Psychology ..... 2 hrs.

} 6 hrs.

English 103:
1. English and American Classics ..... 3 hrs.
History 103:
Medieval and Modern History ..... 3 hrs.
Electives ..... 4 hrs.
Drawing (drill) ..... ½ unit.

Second Semester

Education 108 and 109:
1. Practice Teaching—Primary Grades ..... 5 hrs.
2. School Administration ..... 2 hrs. } 7 hrs.
English 102:
1. Literature for Children ..... 2 hrs.
Science 109:
1. Biology ..... 3 hrs.
Electives ..... 4 hrs.
Physical Education (drill) ..... ½ unit.

COURSE FOR THE PREPARATION OF UPPER GRADE TEACHERS OR JUNIOR HIGH SCHOOL TEACHERS, GRADES 6 TO 9 INCLUSIVE

FIRST YEAR

First Semester

Education 101, 102 and 103:
1. Psychology ..... 2 hrs
2. Introduction to Teaching—Upper Grades ..... 1 hr. } 4 hrs.
3. Technique of Teaching—Upper Grades ..... 1 hr
English 104 and 111:
1. Grammar ..... 2 hrs. } 3 hrs.
2. Library Method ..... 1 hr.
History 102:
1. American History ..... 3 hrs.
Agriculture 101 or 103:
1. Animal Husbandry or Farm Crops ..... 2 or 3 hrs.
Mathematics 101:
1. Arithmetic 1 ..... 3 hrs.
Music (drill) ..... ½ unit.

Second Semester

Education 104 and 105:
1. Project Method ..... 2 hrs. } 4 hrs.
2. Observation and Participation—Upper Grades ..... 2 hrs.
English 101:
1. Composition ..... 3 hrs.
Expression 101:
1. Reading ..... 2 hrs.

Physical Education 101:
1. Health, Hygiene and Sanitation ..... 3 hrs.
Science, 110:
1. Geography ..... 3 hrs.
Electives ..... 2 hrs.
Penmanship (drill) ..... ½ unit.

SECOND YEAR

First Semester

Education 106 and 107:
1. Psychology and Elementary School Subjects ....2 hrs.
2. Tests and Measurements ..... 2 hrs. } 4 hrs.
English 103:
1. English and American Classics ..... 3 hrs.
History 103:
1. Medieval and Modern History ..... 3 hrs.
Mathematics 103 or 107:
1. Trigonometry or Algebra ..... 2 hrs.
Electives ..... 4 hrs.
Drawing (drill) ..... ½ unit.

Second Semester

Education 108 and 109:
1. Practice Teaching—Upper Grades ..... 5 hrs.
2. School Administration ..... 2 hrs. } 7 hrs.
English 102:
1. Literature for Children ..... 2 hrs.
Science 109:
1. Biology ..... 3 hrs.
Electives ..... 4 hrs.
Physical Education (drill) ..... ½ unit.

COURSE FOR THE PREPARATION OF RURAL SCHOOL TEACHERS, GRADES 1 TO 8 INCLUSIVE

FIRST YEAR

First Semester

Education 101, 102 and 103:
1. Psychology ..... 2 hrs.
2. Introduction to Teaching (Rural School) ..... 1 hr. } 4 hrs.
3. Technique of Teaching (Rural School) ..... 1 hr.
English 104 and 111:
1. Grammar ..... 2 hrs.
2. Library Method ..... 1 hr. } 3 hrs.
History 102:
1. American History ..... 3 hrs.

Agriculture 101 or 103:
Animal Husbandy or Farm Crops ..... 2 or 3 hrs.
Mathematics 101:
Arithmetic 1 ..... 3 hrs.
Music (drill) ..... ½ unit.

Second Semester

Education 104 and 105:
1. Project Method ..... 2 hrs.
2. Observation and Participation (Rural School) .. 2 hrs. } 4 hrs.
English 101:
1. Composition ..... 3 hrs.
Expression 101:
1. Reading ..... 2 hrs.
Physical Education 101:
1. Health, Hygiene and Sanitation ..... 3 hrs.
Science 110:
1. Geography ..... 3 hrs.
Elective ..... 2 hrs.

SECOND YEAR

First Semester

Education 106, 107 and 112:
1. Psychology of Elementary School Subjects .... 2 hrs.
2. Tests and Measurements ..... 2 hrs. } 7 hrs.
3. Rural School Supervision ..... 3 hrs.
English 103:
1. English and American Classics ..... 3 hrs.
History 103:
1. Medieval and Modern History ..... 3 hrs.
Mathematics 103:
1. Trigonometry ..... 3 hrs.
Drawing (drill) ..... ½ unit.

Second Semester

Education 108 and 109:
1. Practice Teaching (Rural School) ..... 5 hrs.
2. School Administration ..... 2 hrs. } 7 hrs.
English 102:
1. Literature for Children ..... 2 hrs.
Science 109:
1. Biology ..... 3 hrs.
Elective (must be Science) ..... 4 hrs.
Physical Education (drill) ..... ½ unit.

COURSE FOR THE PREPARATION OF SPECIAL TEACHERS AND SUPERVISORS

This is the same course as the one required for the upper grade teachers, except the ten hours of elective work must be selected from the special field in which the teacher is specializing, and a part of the practice teaching must be done in that field.

SUMMARY

Subjects	Upper Grades	Primary	Rural	Special
	Hrs.	Hrs.	Hrs.	Hrs.
Education	19	21	21	19
English	13	13	13	13
History	6	6	6	6
Science	11	11	18	11
Mathematics	5	3	6	5
Electives	10	10	0	10

DRILLS

Evaluated in Terms of High School Units

Music ..... ½ unit
Penmanship ..... ½ unit
Drawing ..... ½ unit
Physical Education ..... ½ unit

ELECTIVES

There are no electives in the three year course for eighth grade graduates of the common schools; but students who are high school graduates elect one of the four courses prescribed above; they, also, have the privilege of electing ten semester hours' work within the course.

ELECTIVE COURSES

Eastern Kentucky State Normal School and Teachers College offers a number of elective courses each semester and during the Summer Term. One or two elective courses in each subject are being continuously offered. All elective courses are offered at least once every two years.

Education

Education 110—History of Education.
Education 111—The Principles of Education.
Education 112—Rural School Supervision.
Education 113—Educational Sociology.

Agriculture

Agriculture 102—Dairy Husbandry.
Agriculture 103—Farm Crops.
Agriculture 104—Soils.
Agriculture 105—Horticulture.
Agriculture 106—Farm Management.

English

English 106—The Essay.
English 107—The Drama.
English 108—The Short Story.
English 109—Lyric Poetry.
English 110—The English Bible.

Foreign Language

All courses in the Foreign Language Department are elective and they will be offered whenever ten or more students request a course. See description of Foreign Language Courses.

History

History 104—American History.
History 105—American Ideals.
History 106—History of the World War.
History 107—Political Science.

Mathematics

Mathematics 103—Plane Trigonometry.
Mathematics 104—Solid Geometry.
Mathematics 105—Spherical Trigometry.
Mathematics 106—Descriptive Geometry.
Mathematics 107—College Algebra.
Mathematics 108—Plane Analytical Geometry.
Mathematics 109—Solid Analytical Geometry.

Science

Science 101—Physics 1.
Science 102—Physics 2.
Science 103—Chemistry 1.
Science 104—Chemistry 2.
Science 105—Botany 1.
Science 106—Botany 2.
Science 107—Zoology.
Science 108—Nature Study.
Science 111—Geography of Europe.
Science 112—Conservation of Natural Resources.

Art

Drawing 102.
Drawing 103.
Drawing 104.

Home Economics

All courses in Home Economics are elective and they will be offered whenever ten or more students request a course. See description of Home Economics Courses.

Industrial Arts

All courses elective. See description of Industrial Arts Courses.

Music

All courses elective. See description of music courses.

Physical Education

All Physical Education courses are elective except Physical Education 101. See description of Physical Education courses.

Public Speaking

Expression 102—Public Speaking.
Expression 103—Coaching Plays.
Expression 104.

CERTIFICATES

MINIMUM REQUIREMENTS

(a) **Elementary Certificates** will be granted to students who satisfactorily complete forty weeks' work prescribed for the three year elementary teacher training course.

(b) **Intermediate Certificates** will be granted to students who satisfactorily complete the entire work prescribed for the three year elementary teacher-training course.

(c) **Advanced Certificates** will be granted to students who satisfactorily complete the two year elementary teacher training course for high school graduates.

In no case will an Elementary, Intermdiate or Advanced Certificate be issued for less than forty weeks' resident work.

IMPORTANT ANNOUNCEMENT

1. In accordance with the plans outlined in the foregoing, students may prepare to become special teachers or supervisors of the following subjects: Music, Physical Education, Manual Training, Home Economics, Agriculture, Drawing and Reading and Public Speaking.

2. It is permissible also for a student to choose all his electives (10 hours) in any one of the following subjects: Education, History, Mathematics, English, Science or Foreign Language.

3. While new and special classes for graduate students will not be organized the present year, such students (holding the Advanced Certificate) by taking advantage of the advanced classes as electives may easily secure classification and make credits that will be good when the institution does go on the four-year college basis. **This is a most important statement.** See list of Elective Courses on page 91 of this catalog.

Details of Courses of Study

I. GENERAL DEPARTMENTS

1. Education
2. Agriculture
3. English
4. History and Social Science
5. Latin and Modern Language
6. Mathematics
7. Science

Department of Education

Mr. Donovan
Mr. Edwards
Miss Noland
Miss Wingo
Mr. Jayne
Miss Green
Miss Hansen
Miss Levake

Mrs. Tyng

NORMAL SCHOOL COURSES

Education 1. Method and Observation. (Formerly Method 1 and Observation 1.) The work of this semester is divided so as to give the student a knowledge of:

(1) What to teach.

(The State Course of Study and the Baltimore County Course of Study will furnish the basis for this work.)

(2) How to teach.

Observation of the work of the critic teachers in the Training School, a study of the methods employed in good teaching, and the preparation of lesson plans are required of those taking this course.

A text book on methods of teaching is used and a demonstration of the methods studied is given by the critic teachers.

The students taking this course are required to do ten hours of teaching during the semester in a rural school. Credit two-thirds unit.

Education 2. Introductory Psychology 1. (Formerly Psychology 1 and 2.) This is an elementary course in psychology. The first part of the semester is devoted to a consideration of how to study effectively and how to teach children how to study. The remainder of the semester is spent in a study of the learning process. The subject matter is how the brain gathers, records and reproduces experience; how it analyzes and synthesizes it; and how this experience is expressed in conduct. The purpose of this course is to give the student a knowledge of the simplest types of human behavior. Credit two-thirds unit.

Education 3. Rural Sociology 1. This course deals with the problems of rural community life and organization as seen and handled by the thoroughly socialized rural school. After a short introductory historic development of the rural community, a study is made of the rural school as the organizing center for the upbuilding of the home, the church, social life, health habits, economic interests, public utilities and civic ideals. Credit two-thirds unit.

Education 4. School Management. (Formerly Management 1 and 2.) This course deals with the problems of school and classroom organization and control. Two objectives will be kept in mind:

1. Emphasis is placed upon a study of the pupil, the relation of the teacher to the curriculum, governing and maintaining morale, lesson assignment, the recitation, etc.

2. A study is made of the school laws of Kentucky with special emphasis on the county school administration law, attendance law, certification of teachers, and the report of the Kentucky Survey Commission. One purpose of the course is to familiarize students with the most modern movement in public school administration. Credit two-thirds unit.

Education 5. Observation and Participation. The student in this course observes teaching in the rural schools at least half of the time; he prepares lesson plans and teaches the other half. No student will receive the intermediate certificate until this course has been completed. Credit one-third unit.

TEACHERS COLLEGE COURSES

Education 101. Psychology. (Formerly Psychology 3.) An elementary course combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief emphasis is upon: (a) instinctive tendencies; (b) habit formation; (c) memory, association and economy of learning; (d) the effective life, and (e) the thought processes. Credit two semester hours.

Education 102. Introduction to Teaching. It is the aim of this course to develop in the student a clear notion of the field, aims, problems, methods and results of education. His own personal fitness for the work of teaching is carefully considered. The difference among the various types of teaching service is made clear. For this purpose, instruction is correlated with numerous visits to the training school. Credit one semester hour.

Education 103. Technique of Teaching. This course is planned primarily for the purpose of giving the students an opportunity to study the technique employed by those in charge of the training school. A study is made of the various types of lessons, viz , inductive, deductive, problem, project, review, lesson for appreciation, etc. Emphasis is placed upon the learning how to make lesson plans. Credit one semester hour.

Education 104. Project Method. The project method of teaching is the subject of this course. What constitutes the socialized recitation is given serious consideration. A study of those projects and problems in which children are interested is made. Students are required to plan lessons according to the project method. The projects in which the rural school children are interested differ somewhat from those which interest city children. Both types are studied. A text is used in this course and the students are required to read many of the interesting magazine articles which have been prepared on this special method of teaching. Credit two semester hours.

Education 105. Observation and Participation. This is a course preparatory to practice teaching and it is pursued during the semester immediately preceding practice teaching. The student is required to spend at least two hours each week in systematic, directed observation of class work; and toward the close of the semester, in active participation in the teaching. This course is in the immediate charge of the director of the training school, who meets all observers once each week for the purpose of giving them specific instruction for their work in practice teaching the following semester. Credit two semester hours.

Education 106. Psychology of the Elementary School Subjects. This course includes: (1) a thorough and complete analysis of all psychological processes involved in the learning of a given subject, or in the acquisition of skill in it, and of the order and manner in which these processes intermesh; (2) the devising of means by which these processes may be measured and tested so that the facility in their operation may be determined quantitatively; (3) the discovery of the most economical procedures by which each particular step in the entire process may be developed. Credit two semester hours.

Education 107. Tests and Measurements. This course involves a study of achievement tests and scales and their application in the measuring of the work of the schools as well as a diagnosis of results discovered by a measurement. The students in this course study the method of measuring the elementary school subjects. In measuring the arithmetic, Courtis' Tests, Woody's Arithmetic Scale, Stone's Reasoning Test, Monroe's Reasoning Test, etc., are used. The Thorndike Reading Scale, Monroe's Standardized Silent Reading Test, etc., are used in connection with the reading. The Ayres Spelling Scale, the Ayers Writing Scale, the Thorndike Writing Scale, and numerous other standardized tests are studied and used by the students of this course. Credit two semester hour.

Education 108. Practice Teaching. One hundred hours of actual classroom teaching are required of all students before they are granted the Advanced Certificate. The student usually teaches one hour each day for the semester. He must also reserve one hour each day for a conference with the critic teacher under whose direction he does his practice teaching. The student does his practice teaching in the primary grades, the upper grades, or the rural school, depending upon which course he has elected to pursue. Once each week the director of the training school will meet all of the practice teachers for a conference to consider their problems. Credit five semester hours.

Education 109. School Administration. This course includes a study of the school laws of Kentucky with special emphasis upon the county administration law, attendance law, certification of teachers, and the report of Kentucky Survey Commission. One purpose of the course is to familiarize students with the most modern movements

in public school administration. The class studies consolidation, taxation, the school budget, and distribution of school funds, vocational education and guidance, an adequate system of records and reports; the duties and responsibilities of school boards, superintendents, principals, supervisors, attendance officers, and teachers. Credit two semester hours.

Education 110. History of Education. This course comprises a complete survey of the History of Education, beginning with eastern nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development of educational theories. Middle Ages are treated in a general way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated more fully. Emphasis is placed on a study of Herbert Spencer among European educators and Horace Mann and his significance in American education. A brief study of the history of education in Kentucky is also made. Credit two semester hours.

Education 111. The Principles of Education. This is an integrating course intended to bring together an organic whole—and to interpret it—all the details of educational theory and practice represented by the preceding courses, and to leave the student a unified body of educational doctrine. The course involves a discussion of such topics as the definition of education; the aims of education; the development of various conceptions of educational values; the origin and present status of certain controverted questions of educational theory, such as doctrine of interest and the relation of liberal to vocational education; the doctrine of formal discipline; the formal steps of teaching, etc. Credit two semester hours.

Education 112. Rural School Supervision. This course has reference primarily to the work of supervising teachers. A study is made of the failures and possibilities of the rural school. The organization of the school, the preparation of a constructive program, and the relation of the school to the community form part of the content of this course. A careful study is made of the function of the supervisor and how he can best serve the teacher of his county. A study is made of the use of the circular letter, bulletins, class demonstrations, constructive criticism, classroom visitations, personal interviews, etc., as a means of improving the teaching. Credit three semester hours.

Education 113. Educational Sociology. The purpose of this course is to investigate the several factors and laws upon which educational theory and practice must rest, and the relation of the school to the upbuilding of the other institutions of the community. This course

also treats of the social forces which determine the selection of school subjects, their content, method of presentation, and social values. Credit two semester hours.

Education 114. Child Psychology. This course first treats child life from the biological point of view. Then a study is made of human behavior and the instincts. Play, language, and drawing are the three typical activities selected for special consideration. The influence of heredity and environment is studied. An attempt is made to give the student a knowledge of the genetic development of child life. Credit two semester hours.

Department of Agriculture

Mr. Cox Mr. Carter

NORMAL SCHOOL COURSES

Agriculture 1. Soils and Crops. A study of the common crops grown in the State, and the principles related to the maintenance of the fertility of soils. Credit one-third unit.

Agriculture 2. Animals. A course that deals with the study of the animals that are commonly found on the Kentucky farms. Credit one-third unit.

TEACHERS COLLEGE COURSES

Agriculture 101. Animal Husbandry. This course is a study of the types and breeds of the common farm animals, their care, feeding, management, improvement, and practice in judging. Credit two semester hours.

Agriculture 102. Dairy Husbandry. The subject matter of this course is breeds of dairy cattle, care and feeding, milk production, testing of dairy products for their components and adulterations, and farm butter making. Credit three semester hours.

Agriculture 103. Farm Crops. This is a course that deals with the principal cereal and forage crops of the State, crop improvement, storage and marketing, rotations, grain judging, and testing of seeds. Credit three semester hour.

Ariculture 104. Soils. This is a general course in soils, including a study of their properties and management, plant foods, crop requirements, fertilizers, and maintenance of soil fertility. Credit two semester hours.

Agriculture 105. Horticulture. A survey of the field of fruit and truck growing and gardening is made in this course. Special emphasis is placed on the practical work in pruning, spraying, and the operating of gardens. Credit three semester hours.

Agriculture 106. Farm Management. Organization of the farm, types of farms, rental systems, and farm accounting are the content of this course. Credit two semester hours.

Department of English

Mr. Foster
Miss Levake
Miss Burnam
Miss Zellhoefer
Mrs. Deane
Miss Reid

NORMAL SCHOOL COURSES

English 1. Grammar 1. (Formerly Grammar 2 and 3.) This is a course in Sentence Structure and Sentence Analysis. The parts of speech are also studied in so far as the knowledge of them seems essential as a basis for self-criticism. Much stress is put upon correct speech and the avoidance of common errors. At the end of this course students must be able to write clear, concise sentences free from grammatical errors, and correctly punctuated. Credit two-thirds unit.

English 2. Composition 1. (Formerly English 2 and 3.) Here are emphasized the principles of paragraph structure; helps in securing sentence unity and sentence emphasis; aids concerning choice of words; and the correlation of composition to community life. Throughout the course students are required to give well organized oral and written narratives and short expositions in unified, coherent, and concise sentences. The course in grammar is prerequisite to this course. Credit two-thirds unit.

English 3. American Literature 1. This course gives a survey of the entire field of American Literature with illustrative readings from the chief authors. Credit two-thirds unit.

English 4. English Literature 1. This course is a survey of the whole field of English Literature with illustrative readings from numerous authors. Credit two-thirds unit.

English 5. Word Study. This is a study of words and their ways in English speech. Its chief aim is to create an interest in the study of words and to show that the common words of every day speech have large and interesting associations. A few lyrics and sonnets are studied to show how the author, consciously or not, had to do with the soul of words. Credit two-thirds unit.

TEACHERS COLLEGE COURSES

English 101. Composition 1. (Formerly English 8 and 9.) Students are called upon not only to study the laws of composition, but to write many themes which they, as teachers, would ask children of the various grades to write. Emphasis is placed on orderly thinking from one's own experiences. Oral composition as an aid to written work, self criticism, class discussion of subjects, and the use of pictures as an aid to expression. Choice selections from the best prose writers are used as models. The course in grammar is prerequisite. Credit three semester hours.

English 102. Literature for Children. In this course students have an opportunity to acquaint themselves with many of the best stories, myths, fables, poems, and biographies for children of all grades; to study plot; and to write stories suitable for children. Much practice is given in the presentation of the various types. Credit two semester hours.

English 103. English and American Classics. This course presents classes as types; epic, lyric, and dramatic poetry, and particularly, the novel. The history and development of each type is discussed with some observation of its present status. Credit three semester hours.

English 104. Grammar. This is a course in grammar and language especially for students who are specializing in grade work. The course consists of (1) a study of the ways and forms of sentences, including analyis, inflection, co-ordinations, subordination, and the study of errors common in Kentucky; (2) the selection and organization of material suitable for language work. Choice selections from literature, history, and sciences are made the basis of written and oral work. Aims of language work, ways of correcting errors, standards to measure, and language projects are topics also considered. Credit two semester hours.

English 105. Poets Victorian and Later. The major poets of this era are studied from interpretative and historical standpoints: Tennyson, Browning, Arnold, Morris, Rossetti, Kipling, Masefield, Noyes and recent poetry. Credit three semester hours.

English 106. The Essay. The leading American and English essayists are studied: Emerson, Carlyle, Ruskin, Stevenson, Lamb, Hazlitt, Bryce, Thoreau, Burroughs, Palmer, and Van Dyke. As many of these believed that the acceptance of their ideas would urge the world to nobler living, it shall be our chief aim to feel the personality of each and to hear his message. Some attention is given to current editorials and magazine articles. Credit two semester hours.

English 107. The Drama. The purpose of this course is to lead the student to appreciate Shakespeare's knowledge of men and life, and to feel his dramatic power. Several of the plays are read, and one of the tragedies and one of the comedies are studied intensively. A few modern plays are read as a basis of comparison. Credit three semester hours.

English 108. The Short Story. This course presents the characteristic short story writers of the past and present: Hawthorne, Irving, Poe, Stockton, Craddock, O. Henry, Stevenson, and Kipling. Stories that deal with American life in the different localities are the chief interest. The development of the story is also emphasized. Credit two semester hours.

English 109. Lyric Poetry. This course includes a thorough study of this form of literature. Its aim is to lead the student to a fuller appreciation of good poetry, and to recognize the importance of a full memory in the teaching of literature. Credit two semester hours.

English 110. The English Bible. This course is intended to lead to a more intelligent interpretation and appreciation of the great literature of the Bible. A large part of the Bible will be read outside class, and certain of those that are especially rich in literary value will be studied intensely. Credit two semester hours.

English 111. Library Methods. This course is intended for the student who wishes to get a better understanding of modern library methods and for the prospective teacher who wishes to connect more vitally the school and the library as a cooperative means of education. It is expected that by actual participation in library work the student will acquire a working knowledge of library methods and the means of rendering available all possible information as well as love and respect for books. The chief object of the course is to aid teachers in the selection and care of books and material for their school libraries and to enable them to make a more intelligent use of this library.

The course will include: accessioning, bibliography, classification, cataloging, use of reference books and magazine indexes, use of State Superintendents' lists, traveling libraries, cooperation between public library and public school and between teachers and Kentucky Library Commission. Credit one semester hour.

Department of Citizenship

History, Civics, Economics and Sociology

Mr. Keith Mr. Squires Mr. Robinson

NORMAL SCHOOL COURSES

History 1. Civics 1. (Formerly Civics 2.) This is a course on Civics of High School level. Combined with the subject matter taught is a fair amount of method in teaching Civics. The work is presented by outline and some of the leading questions and problems of government are studied. The course attempts to cover a complete study of the national, state and local governments; and an effort is made to give the student of today—the citizen of tomorrow—a vital interest in the current affairs of government. Credit one-third unit.

History 2. American History 1. (Formerly History 2 and 3.) The first half of this course covers the period of history beginning with the discovery of America and ending about the time of the adoption of the Constitution. It is of high school level. It is planned to give the student a good, comprehensive grasp of the first half of the History of the United States. The second half of the course completes the study of American History. The topic method of study is employed in this part of the course. Credit two-thirds unit.

History 3. Ancient History. (Formerly History 4 and 5.) The first part of this semester covers the history of Greece and the Eastern Mediterranean. The rise of the various civilizations is traced. The kinds of governments of the Ancient World are studied; the social, educational and artistic contributions to the succeeding ages are noted. Those things which influence modern thought and living are given preference.

The second half of the semester is devoted mainly to Roman History up to 476 A. D. The rise of Rome to the center of world history and her territorial growth and constitutional development are taught. The influence of Greek culture is noted. The rise and decay of the empire are studied. The idea of holding to those principles that endure into modern times is kept. Credit two-thirds unit.

History 4. Medieval and Modern History. (Formerly History 6 and 7.) The first half of this semester is devoted to a study of Medieval History. It will give a thorough study in the history of the period from 476 A. D. to about the time of the discovery of America, with the main effort centered on the History of England and Western Europe.

The last half of the semester is directed to the study of the modern world, with the main attention again given to England and her relations with other nations, especially to America. Credit two-thirds unit.

History 5. American Government (New Course). This course brings out the broad principles upon which the American Government is founded. The class works out the fundamentals of good government and good citizenship. Principles of government that have made good by test are studied; theories of government that have been found pernicious are studied and rejected; and sound principles for the betterment of our own government are discussed. The whole attempt is to teach our students better principles of citizenship, so that they can in turn teach them to the children. Citizenship and patriotism are the key words in this course. Credit two-thirds unit.

TEACHERS COLLEGE COURSES

History 101. American History (New Course). This course is centered about stories and biographies found in or relating to United States History. It tries to humanize American History by linking the history studied with the heroes of our country. A good part of the course deals with stories of achievement. Patriotic exercises and festival days are considered. Not only stories and exercises are used, but illustrative material is the idea kept in mind throughout the semester. A sincere attempt is made to keep all material suitable for the primary grades. This course is required of all students who are specializing in the primary grades. It tries to meet the recommendations of the Committee of Eight. Credit three semester hours.

History 102. American History. (Formerly History 19.) This course is required of all students who are not specializing in the primary grades and is in many particulars adapted to those who are specializing in the grammar grades. The work covers the History of the United States from about the time of the Civil War down to about 1900. It brings out the main facts, problems and principles of our history. The problem project method is used a part of the time; and some of the big subjects of our history, such as Tariffs, Trusts, Corporations, Treaties and Arbitrations, are studied. Credit three semeter hours.

History 103. Medieval and Modern History. (Formerly History 8 and 9.) It is one of the purposes of this course to give the student an idea of the continuity of history between the fall of the Roman Empire and the present by the study of such topics in Medieval History as: The Generality of the Barbarian Migrations; the Church and Empire as Rival Institutions; Mohammedanism versus Christianity; Feudalism; the Crusades; the Growth of Towns; Growth and Consolidation of most of the nations of Europe; and the Renaissance and Reformation. When Modern History is reached a study is made of the Religious Wars, with the resultant growth of Protestantism; the Rise of New Nations, like Prussia, Italy, America; the Growth of England as a Colonial Power; the New Scramble for Colonial Possessions

at the end of the nineteenth century; World Problems of various kinds; and the Growth of Liberty through such landmarks as the Puritan Revolution, the American Revolution, the French Revolution; on down to and including the recent World War. These and other subjects of a like kind are the basis of this course. Credit three semester hours.

History 104. American History. This course covers the History of the United States from about 1890 or 1900 to the present. The remarkable growth of America in this period is studied. The student is put into touch with the "Big Business" growth of the country. The rise of America to the position of the leading World Power is traced, and we shall try to bring out in clear relief the standing of America among the nations of the earth and show the destiny and responsibility of America. It attempts to inspire patriotism in the students who take it. Credit two semester hours.

History 105. American Ideals. This course brings out those ideals and aspirations that make America what she is. It also shows what have been the main contributions of America to the world. A sincere attempt is made to make the student love his country more by bringing out the big things which are more or less peculiarly American. Credit three semester hours.

History 106. History of the World War. In this course we study the causes, campaigns and results of the great World War. An opportunity is given to the student to study the main issues of the war and to try to get a clear understanding of some of its deeper meanings. Some study is devoted to the larger problems of reconstruction. This course is valuable and it enables the student to get hold of some of the broad problems of the world and of human life. Credit three semester hours.

History 107. Political Science. This is a course in introductory Political Science. In this course an attempt is made to give a broad understanding of all our governments, local, state, federal. A comparison is made of our government with other governments of the world, noting their strength and their weakness. The purpose of the course is to prepare the student who takes it to combat extremists' views of government, like Bolshevism. In all our history and civics teaching we shall not forget that we are dealing directly with citizens and with molders of other citizens. Credit two semester hours.

Department of Foreign Languages

Mr. Grinstead Mr. Squires Miss Burnam

TEACHERS COLLEGE COURSES

Latin 101. Latin-English Word Formation. This course is designed to increase the student's English vocabulary by utilizing the Latin vocabulary and methods of word formation, prefaced by a sketch of the history of language development in western Europe, especially in the Roman empire and later in France and England. The course traces the methods of compounding and deriving words, and the commoner aspects of change in form and meaning. Prerequisite, two units of high school Latin. This course should be taken **first** by all students electing Latin, and may be taken for credit in English by students who do not elect Latin. Credit three semester hours.

Latin 102. Cicero's Early Orations. Portions of the Verrine orations (partly in translation), and the oration for the Manilian Law in Latin. The course will emphasize: (a) Cicero's style, with a special view to the development of the art of rapid reading of Latin; (b) the art of accurate and elegant English translation as a contribution to English prose style; (c) the Ciceronian vocabulary, with special reference to its contribution to the English vocabulary; (d) the historical background of Cicero's early career, to his consulship in 63. Prerequisite, two units of high school Latin, and, if practicable, Latin 101.

Latin 103. Cicero's Consulship and After. The orations against Catiline (all but one in translation), the oration for Archias, one later oration to be selected (usually Marcellus or one of the Philippics), and selections from the Letters; with supplementary reading from Sallust in connection with the Catilinarian orations, and Nepos' Atticus in connection with the Letters. The aims are much the same as in the preceding course, which is ordinarily a prerequisite; but more attention is paid to Cicero's place as a philosopher and literary influence. There is much sight reading, and a weekly assignment in the writing of Latin, based on Cicero's Catilinarian orations. Credit three semester hours.

Latin 104. Latin Prose Writers. Selections from the best authors of Latin prose, including Caesar's Civil War, Cicero's Letters, Sallust's Wars of Jugurtha and Catiline, Livy's History of Rome, The Letters of Pliny the Younger. The Germania and Agricola of Tacitus, Suetonius' Lives of the Caesars, and Aulus Gellius' Noctes Atticae, with sight reading from the easier Latin authors and other supplementary work is included. The course aims to give a comprehensive view of Roman ideals and life as reflected in Latin prose; to develop

the power of rapid reading of Latin for the thought; and to study the contribution of the Latin vocabulary to the English. Prerequisite: two or three units of high school Latin, and, if practicable, Latin 101. Credit five semester hours.

Latin 105. Latin and English Sentence Structure. A study of the outlines of the Latin and English sentence, with daily writing of Latin graded in difficulty. The first part of the course sketches rapidly the functional nature of the parts of speech, and of the cases and tenses as used in the simple sentence. The latter part devotes special attention to the various moods, to the non-model forms (infinitive, gerund, supine and participle), and to the complex sentence. While not available for credit in English without consent of the head of that department, it is as much a course in English grammar as in Latin and is especially valuable for teachers of Latin or English in the upper grades and the high school. Prerequisite: three units of high school Latin (or two units plus the course in Latin Prose Writers) and, if practicable, Latin 101. Credit three semester hours.

Latin 106. Beginning Vergil. Prefaced by the First Ecolgue, the fourth (in translation), and the Sixteenth Epode of Horace, as a reflection of the social and political conditions of Vergil's work. The course includes the first two books of the Aeneid. It stresses the relation of Vergil's work to the Triumvirate and the ideals of Augustus; the historical and mythological materials of the Aeneid; the rhythm and literary structure of the poem; and its contribution to the vocabulary and literary ideas of the English language. Prerequisite: three units of high school Latin, or two units in high school and three hours in college. Credit three semester hours.

Latin 107. Advanced Vergil. The fourth and sixth books of the Aeneid, with outside assignments from the other books. There is much rapid reading, aiming at comprehension and appreciation of the original rather than formal translation. The objectives are much the same as in the preceding course (which is normally a prerequisite), but much attention is paid to the social, political and religious ideals of Vergil. Credit three semester hours.

Latin 108. Latin Poetry. Selections from Catullus, Tibullus, Propertius, Vergil, Ovid and Horace. The course aims to give a comprehensive view of the ideas and literary art of the classic Latin poets, with a study of their contribution to the English vocabulary, and their influence upon English literature. Prerequisite: three units of high school Latin, or two units in high school and three hours in college. Credit five semester hours.

Latin 109. The teaching of Latin. A study of the psychological aspects of Latin classroom activities, and of the educational problems of Latin in the light of the most recent scientific research. Considerable attention is devoted to the investigation of the teaching of Latin

by the American Classic League, and special effort is made to clarify the objectives to be attained in the study of Latin, to teach the most effective methods of attaining them, and to show how Latin may be related to the daily life of the pupil. Under certain circumstances, a limited number of students may take this in the form of an assignment in observation and participation in the teaching of Latin. Required of all candidates for special recommendation as teachers of Latin. Prerequisite: three units of high school Latin, and six hours of college Latin, approved by the head of the department. Credit three semester hours.

Latin 110. Ancient Society. A course of lectures and assigned library readings in English and Latin, dealing with the structure, development and decay of the society of the ancient Mediterranean lands. The aim is to develop an understanding and appreciation of the features of modern society which have been derived from the civilization of ancient times, and particularly from the empires of the various Greek states and of Rome. Students with less than three units of Latin will be admitted only on advice of the head of the department. Credit three semester hours.

Latin 111. Linguistic Psychology. A course designed to analyze the practical aspects of language processes and experience, for the use of teachers of language, whether English or foreign. It treats of the origins of language in the individual and the race; the psychological nature of linguistic experience; the principles of phonics; the nature of the perceptive process in reading, and in the acquisition and use of the vocabulary; and the psychology of foreign language teaching, for students majoring in foreign languages. The text will be supplemented by class lectures, and special readings will be assigned to meet the interests of individual students. Prerequisite: two units of foreign language. Credit three semester hours.

French 101. Beginning French. Conversation and pronunciation; the elementary structure of the French sentence, particularly of the verb stress group. Reading and writing of easy material, prepared, sight, or dictated. Credit four semester hours.

French 102. Intermediate French. The indicative and conditional systems; the principles governing the inflection of irregular verbs; the common noun, pronoun, adjective and prepositional idioms; the reading of about 200 pages of easy stories. Credit four semester hours.

French 103. Advanced French. The reading of two French novels, or a novel and a play, comprising about 300 pages; with grammatical and content study, and composition as found desirable. Credit four semester hours.

Department of Mathematics

Mr. Caldwell Mr. Squires Mr. Boothe

NORMAL SCHOOL COURSES

Mathematics 1. Arithmetic 1. (Formerly Arithmetic 2 and 3.) The aim in teaching the students who pursue this course is to furnish such mathematical training as teachers of the elementary schools will find valuable in the teaching of arithmetic. Problems which find their origin in the keeping of one's personal accounts, the making of the family budget, buying and selling at the store and shop, fire, life and accident insurance, taxes and governmental expenditures, borowing money, percentage, profit and loss, discounts, government bonds, etc., are the type that form the subject matter of the course.

Skill and accuracy in computation are expected on the part of those comtemplating the course. Completion of a standard high school text will be expected. Credit two-thirds unit.

Mathematics 2. Algebra 1. (Formerly Algebra 1 and 2.) This course includes the fundamental operations; problems involving the parenthesis and substitution; simple equations in one unknown; concrete problems, developing of the simultaneous equations; graphs; one unknown; and concrete problems developing the simple fractional equations in one unknown. Credit two-thirds unit.

Mathematics 3. Algebra 2. (Formerly Algebra 3.) This course includes abstract simultaneous equations in two or more unknowns; concrete problems, developing the simultaneous equations; graphs; involution; evolution; theory of exponents; radical surds; radical equations, quadratic equations, and a general review of the preceding course. Any one who has received a passing grade in our former Algebra 1 and 2 is eligible for this course. Credit one-third unit.

Mathematics 4. Geometry 1. This course covers the whole subject of plane geometry. Much original work is assigned. Credit two-thirds unit.

Mathematics 5. Arithmetic 2 (New Course). This course is prepared for those teachers who need further arithmetical preparation. The content is mixed mathematics. The type of mathematics offered in the junior high school is somewhat similar to that given in this course. The application of mathematical principles to life problems is emphasized. Credit two-thirds unit.

TEACHERS COLLEGE COURSES

Mathematics 101. Arithmetic 1. (Formerly Arithmetic 4.) This course has a twofold aim:

1. The first aim is to give students who are graduates of accredited schools a review of arithmetic and to furnish them with

such mathematical training as they are assuredly to find valuable as teachers. Skill and accuracy in computation are expected of all who complete this course.

2. The second aim is to give due consideration to the method of teaching arithmetic.

Two text books are used in this course, one an arithmetic text and the other a text on methods of teaching arithmetic. Credit three semester hours.

Mathematics 102. Arithmetic 2. This course is planned primarily to give a review of arithmetic to graduates of accredited high schools and to prepare them to teach the number work in the primary grades. Credit three semester hours.

Mathematics 103. Plane Trigonometry. This course includes a thorough study in the development of trigonometrical formulas and the relations of the trigonometrical functions. Emphasis is placed on problems, involving the solution of the right and oblique triangle. Credit three semester hours.

Mathematics 104. Solid Geometry. This course includes a study of the more important parts of solid geometry. Credit three semester hours.

Mathematics 105. Spherical Trigonometry. Credit two semester hours.

Mathematics 106. Descriptive Geometry. Credit two semester hours.

Mathematics 107. College Algebra. Credit two semester hours.

Mathematics 108. Plane Analytical Geometry. Credit three semester hours.

Mathematics 109. Solid Analytical Geometry. Credit two semester hours.

Department of Science

Mr. Smith	Mr. Carter
Mr. Cox	Mrs. Deane
Miss Bressie	Miss Levake

NORMAL SCHOOL COURSES

Science 1. Geography 1. (Formerly Geography 2.) This course is designed primarily to prepare rural school teachers to teach the subject effectively. A study of North America, its political subdivisions, coast lines, topography, climate, resources, the development of its cities and industries, and the distribution of its inhabitants is made. Credit one-third unit.

Science 2. Geography 2. (Formerly Geography 3.) Both physical and economical Geography are taught in this course. The completion of a standard high school text on this subject is expected. Credit two-thirds unit.

Science 3. Biology. This is a course dealing with both plant and animal life. The completion of the work of a standard high school text is expected. Credit two-thirds unit.

TEACHERS COLLEGE COURSES

Science 101. Physics 1. The work of this course includes a study of mechanics, kinematics, dynamics, mechanics of fluids, sound and light. Two recitations and two laboratory periods a week are required. Credit three semester hours.

Science 102. Physics 2. This course covers heat, magnetism, electricity, wireless and radio. Two recitations and two laboratory periods a week are required. Credit three semester hours.

Science 103. Chemistry. This course includes a study of the history, occurrence, preparation, properties, compounds and uses of the non-metallic elements, viz.: hydrogen, oxygen, nitrogen, sulphur and carbon. Two recitations and one double or two single laboratory periods a week are required. Credit three semester hours.

Science 104. Chemistry 2. This course includes a study of the history, occurrence, preparation, properties, compounds and uses of the remaining non-metallic elements and the metallic elements. Two recitations and two laboratory periods per week are required. Credit three semester hours.

Science 105. Botany 1. This course includes a study of the flowering plants in the field and also in the laboratory. A careful study is made of the structure, morphology, reproduction and ecology of plants. A carefully prepared note book is required. Credit three semester hours.

Science 106. Botany 2. This course includes a study of the mosses, lichens, liverworts, algae, fungi, bacteria and plant diseases.

Two recitations and two laboratory periods a week are required. Careful notes are kept. Credit three semester hours.

Science 107. Zoology 1. This course includes a study of the structure, development, habits, variation and relation of the ten animal sub-kingdoms to each other, to man, to plants and to agriculture. Much field work is done. Two recitations a week and two laboratory periods, and a carefully prepared note book is required. Credit three semester hours.

Science 108. Nature Study 1. This course includes the study of material available for high school and college teaching, and its chief sources are as follows: Collections from nature, trips, literature, botany, zoology, agriculture, geology, geography, astronomy, meteorology and photography. Visual education is stressed. Problems in field work are assigned to the individual pupil. The aesthetic phase of the subject is given much attention. Careful notes on the work are required. Credit three semester hours.

Science 109. Biology. This is a course in general biology, involving a study of typical forms of plant and animal life. As far as possible environmental material is used for laboratory study. The course aims to lead the student to form habits of accurate observation, clear thinking and logical conclusions. Attention is called to the great questions of life, the struggle for existence, the survival of the fittest, laws of heredity, influence of environment, and practical results of hybridization. Credit three semester hours.

Science 110. Economic Geography. (Formerly Geography 4.) This course places the emphasis on the principles of commerce—concentration of industries, transportation, government and governmental activities of the commercial world. It is a study of the "world at work." A text is used as a guide in sorting the material and presenting the laws controlling commercial transactions; but students are expected to secure data from government bulletins and reports, magazines, clippings, etc., relating to the "New Era." Credit three semester hours.

Science 111. Geography of Europe. This course includes a regional study of the continent; a study of the leading countries; an interpretation of the geographic aspects of the World War; the new map of Europe, the geographic and national factors associated with the determination of new boundaries in Europe and European possessions. Credit three semester hours.

Science 112. Conservation of Natural Resources. This course will involve a study of the natural resources of the United States and the world; history of the exploitation of soils, forests, mineral resources, etc.; present movement to conserve natural resources; reclamation of arid and swamp lands; reduction of erosion; conservation of minerals and forests; present use and future possibilities of water power and inland navigation. Credit three semester hours.

II. SPECIAL DEPARTMENTS

1. Art
2. Home Economics
3. Industrial Arts
4. Music
5. Physical Education
6. Reading and Public Speaking

Department of Art

Miss Gibson Mr. Boothe

NORMAL SCHOOL COURSES

Drawing and Penmanship

Drawing 1. Sufficient knowledge of the subject to enable the student to intelligently follow plans as suggested by Supervisors of Drawing, or which may be found in the various school magazines devoted to the subject, is the aim of this course which is as follows:

1. Development of the sense of color, direction, proportion and form.

2. Development of the ability of the student to express ideas with water colors, crayon, pencil or charcoal, and to make pictures according to the laws of composition.

There are three primary colors, each of which has variations from the original hue; in this course, we shall take up color values; the hue and intensity of color scales shall be worked out and a collection of different hues be made by each student.

Penmanship. The Palmer Method is taught in this course. Much stress is placed upon a free, easy, rapid, arm-movement, coupled with a simple, distinct form of writing. Every student is required to take penmanship until he can write as well as 70 on the Ayres' Writing Scale, or 14 on the Thorndike Scale. This degree of efficiency is required with the use of pen, pencil and crayon. The amount of time students are required to continue this subject depends entirely on their rate of progress. Credit one-third unit.

TEACHERS COLLEGE COURSES

Drawing 101. In the training for the teaching profession, skill in drawing should be sought as a means of expression, and not considered as an end in itself. In this course we take up design, including picture study, lettering and the making of artistic cards. Subordination and rythmic repetition as the underlying principles of applied design and sketching in colors from nature complete the work of the semester. Credit three semester hours.

Drawing 102. Advanced perspective will be the subject under consideration in this course and the work will include blackboard drawing in both crayon and charcoal. The drawings made in this course will make an intellectual appeal to the mind and will be helpful to the students of Mechanical Drawing. The course includes:

1. The principles governing the appearance of concentric circles.

2. The principles governing the appearance of conical shaped objects.

3. The principles governing the appearance of curved objects—vases, pitchers, cups, etc.

4. The principles governing the appearance of attachments such as handles, spouts, etc.

5. Illustrative work in crayon and charcoal.

Credit two semester hours.

Drawing 103. There are certain principles which are the basic foundation of all forms of design. These are:

1. Balance.
2. Rhythm.
3. Unity.
4. Harmony.

With a knowledge of these principles "Historic Ornament" is studied with the purpose of adapting the styles to modern use. These include American Indian, Egyptian, Greek, Gothic, Renaissance, Japanese and Chinese. Credit two semester hours.

Drawing 104. The ability to draw intelligently and even artistically is not so much a matter of talent or genius, as it has heretofore commonly been supposed. The power to create beauty in line, color or form depends upon an educated sense perception. When the mind thinks in terms of beauty of line and color, some form of expression may easily be acquired. In this course, special attention is given to original work, much of which is done outside the classroom. Posters, advertisements and applied design to be used in commercial ways, will be made the basis of instruction for the course, and will include: Pattern, Decoration, Construction, Composition and Application. Credit three semester hours.

Department of Home Economics

Miss Woods

NORMAL SCHOOL COURSES

Dmestic Art 1. Sewing 1. The subject matter of this course will include hand and machine sewing, and construction of simple garments. Credit one-third unit.

Domestic Science 2. Cooking 2. This is a study of cookery and table service. Credit one-third unit.

TEACHERS COLLEGE COURSES

Domestic Science 101. Food Preparation. This is a study of the selection and use of foods, including their chemical composition, and the principles underlying their preparation. Credit three semester hours.

Domestic Art 102. Clothing Garment Making. This is designed to give the fundamentals of all ordinary sewing in wash materials. Credits three semester hours.

Domestic Art 103. Clothing. Dressmaking. This course follows Clothing 102 and deals with the construction of wool and silk garments. Credit two semester hours.

Domestic Art 104. Textiles. Study of leading fibers and fabrics. This course deals with the selection and care of fabrics. Credit two semester hours.

Domestic Science 105. Household Problems. A study of the organization and equipment of households. Credit two semester hours.

Domestic Science 106. Household Management. A study of the scientific and economic management of the home. Credit two semester hours.

Domestic Science 107. Food Preparation. Advanced study of foods, including their chemical composition, and the principles underlying their preparation—serving of meals. Prerequisite, Food Preparation 101. Credit two semester hours.

Department of Industrial Arts

Manual Training and Handwork

Mr. Deniston Mrs. Hume

NORMAL SCHOOL COURSES

The work in manual training is arranged, first, to aid those who must for some time to come teach both industrial art subjects and academic subjects in the grades or high schools of the state; second, to provide thorough preparation for students who desire to become special teachers, directors and supervisors of industrial art subjects; third, to furnish courses for students who desire to enrich the traditional lines of liberal study.

The required courses are planned for the first class, and for the second and third classes, subjects are offered for individual election.

The demand for competent teachers in the industrial art subjects exceeds the total supply of such teachers from all sources. In many localities teachers are sought who can teach both the manual training work and the common branches, and better salaries are offered for this class of teachers than for teachers who can teach the common branches only.

Students doing their major work in this department should begin shop work and mechanical drawing at the same time.

Manual Training 1. Elementary Bench Work. A course in elementary work involving problems which may be worked out in the intermediate grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Credit one-third unit.

TEACHERS COLLEGE COURSES

Manual Training 101. Elementary Mechanical Drawing. This course is for students who have never studied mechanical drawing. A time limit is set upon each drawing suitable for the average student. Practical time saving movements are explained and demonstrated. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, projection, inking, tracing and blue printing. Freehand sketches of problems are given to the student to make working drawings. Credit two semester hours.

Manual Training 102. Intermediate Mechanical Drawing. In this course it is the aim to make the scope suit the needs of the student by allowing him to select either machine drawing or architectural drawing. The machine drawing covers work in freehand sketches of machine details from models, details and assembly drawings, conventions and machine parts, covers gearing and a study of drafting room practice. The architectural drawing covers work in conventions, typical details and a plan for a small bungalow. Prerequisite, Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 103. Advanced Mechanical Drawing. This course is organized for teachers of mechanical drawing and persons who have had some practical experience in drafting. The purpose of this course is to prepare teachers of mechanical drawing to handle the subject in the public schools. Special emphasis is placed on the necessity for careful preparation on the part of the teacher; proper methods of presenting material, and the planning of courses of study. Considerable time is given to lectures and student demonstrations. The class makes a series of drawings selected from different phases of mechanical drawing, perspective drawing and practical representation. The problems are demonstrated from the professional standpoint. Prerequisite, Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 104. Elementary Cabinet Making. The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction upon details of construction, gluing, scraping, sanding, finishing, upholstering, and costs of materials. Prerequisite, Elementary Mechanical drawing. Credit two semester hours.

Manual Training 105. Advanced Cabinet Making and Mill Work. This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery and in methods of preventing accidents in operating. Work is required in the upkeep and care of tools and machinery. The practical work consists of: making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber, finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisite, Elementary Cabinet Making. Credit two semester hours.

Manual Training 106. Wood Turning. This course deals with various methods in turning in hard and soft woods; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used, as well as lectures on the history of turning and the lathe. Speed for different types of stock, the various materials used in turning, turning as a trade, management, organization, and the teaching of wood turning are also included. Attention is given to planning courses of study, equipment, materials, buying and installation. The latter part of this course is devoted to design and making of products suitable to the decoration of cabinet work. Prerequisite, Elementary Mechanical Drawing and Elementary Cabinet Making. Credit two semester hours.

Manual Training 107. Farm Mechanics. A course involving work in wood, metal and concrete, and includes the making of such projects in wood as work bench, wagon jack, single tree, evener, poultry appliances, and concrete forms; in concrete, one or two problems in plain and reinforced construction; in forgery, a series of projects adapted to farm use. A study is made of farm implements and repair of same. A drainge project will be worked out in full. Students of agriculture and those teaching in rural and county high schools will find this a profitable course. No prerequisite. Credit two semester hours.

Manual Training 108. Patternmaking. The patternmaking course takes up the technical details in a simple way. The student makes a number of exercises embracing the fundamentals of pattermaking. The actual work consists of bench and machine woodwork and wood turning. Instruction and demonstrations cover the use of machine and hand tools, application of patternmaking principles, methods of construction, methods of turning and methods of finishing the exercises. Advanced problems are assigned as soon as the student develops special ability. Prerequisite, Elementary Mechanical Drawing, Elementary Cabinet Making and Wood Turning. Credit two semester hours.

Manual Training 109. Special Course in Manual Training. This course is for teachers wishing to review some phase of the work or to make projects of an original design. The nature of the work will be decided upon by student and instructor. Prerequisites to be decided by the instructor. Credit one semester hour.

Manual Training 110. Method in Manual Training. This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school systems, equipment, planning of courses, arrangement of shops, and method of teaching will be given the student. Prerequisite, six hours' credit in Manual Training. Credit one semester hour.

Handwork. Subjects covered in this course are paper and cardboard construction with some weaving and baskerty, presented in such a way as to be of special value to teachers and supervisors of the lower grades. Information is given about equipment and supplies for this work.

The work in construction is arranged so that the exercises proceed from the simple to the complex. A large variety of different kinds of problems is worked out using the different kinds of common media. Suggestions are given for other problems.

Some time is devoted to discussions and consideration of methods of teaching. Students are shown how the work can be correlated with subjects taught in the grades. Credit one-third unit.

Department of Music

Mr. Stewart **Miss Burnam** **Miss Telford**

Of all the arts music is the most universally appreciated and the most generally practiced. It is the one art which, in addition to being most generally appreciated, can best be practiced in our public schools. Realizing this fact, the Music Department of the Eastern Kentucky State Normal School and Teachers College will aim to give every student equal opportunity to learn the fundamentals of music, to become acquainted with the best of musical literature and to develop the ability to present properly this subject to the pupils in our public schools.

NORMAL SCHOOL COURSES

Music I. This course is offered for those whose previous musical training has been very limited and for those who have had no previous work in music before entering the Normal School. Music fundamentals are presented in connection with the study of well known songs. Credit one-third unit.

Music 2. Students who have satisfactorily completed the work required in Music I are eligible for this course. Also, students who have had previous training equivalent to that required in Music I may enter Music II after consulting with the Director of Music. Advanced work in music fundamentals, methods of teaching and sight singing are presented. Credit one-third unit.

TEACHERS COLLEGE COURSES

Public School Music Course

(Elective)

This course is offered for those who wish to specialize in the teaching of music in the public schools and requires from two to three years to complete, depending upon the previous musical training of the student. Students entering this work from other schools of music or from private teachers will be given credit for work done.

Music 101. This course offers work in theory, oral dictation, methods and material used in the first three grades of school music. Credit three semester hours.

Music 102. This course presents work in advanced theory, oral and written dictation, methods and material used in the fourth, fifth and sixth grades. Credit two semester hours.

Music 103. Work in this course includes harmony, appreciation, observation and material and methods used in the seventh and eighth grades. Credit three semester hours.

Music 104. Work in this course includes advanced harmony, appreciation, observation and material and methods used in high school music. Credit two semester hours.

Music 105. Practice teaching is required for a semester before the student may complete the course in Public School Music. Credit two and one-half semester hours.

The Hollis Dann series will be used as a text book and the student will also become acquainted with other standard music texts. All classes in Public School Music will do a certain amount of work in sight reading in connection with the work in material and methods. Students in this course must have one year of voice lessons and two years of piano lessons and are also required to attend Glee Club and Orchestra rehearsals.

Men's Glee Club. Membership in the club is open to those students who like to sing and who wish to become acquainted with some of the best known songs for male voices. Applicants will be expected to have a fair voice for singing, a true ear for pitch, and some ability in reading music. Credit one semester hour.

Ladies' Choral Club. Membership is open to all who enjoy singing and who wish to become acquainted with the best musical literature for ladies' voices. A fair voice for singing, a true sense of pitch and some ability in reading music are expected. Credit one semester hour.

Eastern School Orchestra. Membership in the orchestra is open to all students possessing suitable instruments for orchestral playing and who have had sufficient previous training and experience to enable them to play music of moderate difficulty. A true sense of pitch, a feeling for rhythm, an idea of tone values and of tone shading are required. Credit one semester hour.

Note: In order to obtain credits for Glee Club, Choral Club, and Orchestra work, students must continue these rehearsals for two consecutive semesters.

Believing that the results of the work done by the above organizations can be placed upon a much higher plane constantly, it shall be the aim of the Music Department to select music that is interesting and worth-while and to require such a high standard, both in preparation and performance, that Eastern Kentucky State Normal School and Teachers College students and friends may have good reason to be proud of her musical organizations.

PIANO

Miss Telford

This course in piano is arranged to admit pupils to any grade for which they are qualified. As all lessons are given individually it has not been considered advisable to adopt a complete course to be followed arbitrarily with every student. Only the general outline of

the following course is adhered to, but it is given here in order that a student may determine his classification and have something definite to work from.

I. Training in correct position of the hand, independent finger action, legato and staccato touch; fundamentals of musical notation, ear training, studies in rhythm and simple scale forms. Studies selected from Kohler Op. 190; Streabbog Op. 63 and 64.

II. Oral technic and major scales. Kohler Op. 157 and 242; Burgmuller Op. 100; Easy Sonatinas by Clementi.

III. Hanon technic; major and minor scales; Duvernoy Op. 120; Bertini, Twelve Little Preludes and Pieces; Heller Op. 47; Sonatinas by Clementi and Kuhlou and simple pieces of the same grade.

IV. Hanon technic; major and minor scales; Czerny Op. 299; Heller Op. 45; Bach's Little Preludes and Fugues; Sonatas by Haydn and Mozart and pieces of the same grade.

V. Pischna technic; scales and arpeggios in all keys; Czerny Op. 299; Hasert Op. 50; Bach, two voice inventions; Sonatas by Mozart and Beethoven and compositions by classic and modern composers.

VI. Pischna technic; scales and arpeggios in all keys; Czerny Op. 740; Cramer's Fifty Etudes; Bach, Three Part Inventions; Sonatas by Beethoven and compositions by classic and modern composers.

Department of Physical Education

Miss Hammond Miss Bressie Mr. Hembree

NORMAL SCHOOL COURSES

Physical Education 1. The primary aim of this course is to prepare rural school teachers to teach the subject of public health, hygiene, and sanitation. Some physiology is taught in this course as a background on which to build a proper knowledge of health. Play and gymnastics as a means of producing healthier children are given proper attention. Credit two-thirds unit.

Physical Education 2. In this course the teacher is taught many games; also, how to supervise and direct them. Physical exercise and its relation to the health of the individual receives major emphasis. Credit one-half unit.

TEACHERS COLLEGE COURSES

Physical Education 101. Health, Hygiene and Sanitation. The aim of this course is to teach health, hygiene and sanitation. Some physiology is taught as a background on which to build a proper knowledge of health. Medical inspection, nature and transmission of diseases among school children, prevention of diseases, physical exercises, etc., are subjects dealt with in this course. Credit three semester hours.

Physical Education 102. Play. Text book work on the theory of play, lectures on the practical management of the playground, and demonstration and practice of games. The growth of the play movement in England, Germany, and the United States is followed, with the development of municipal playgrounds and social centers. On the practical side the following topics are treated: equipment, apparatus, courts, games, tournaments, festivals, efficiency tests, group athletics and manual constructive work. Credit two semester hours.

Physical Education 103. Physiology of Exercise. A text book course, supplemented by lectures and laboratory work, on the physiology of the muscles, nerves, circulation and respiration, with especial relation to the effects of bodily exercise. Credit two semester hours.

Physical Education 104. Organization and Administration of Physical Education and Athletics. Problems in organization and administration in physical education and athletics. Intercollegiate, intramural and mass athletics. Sportsmanship and ethics. Credit one semester hour.

Physical Education 105. History of Physical Education. A discussion of the gymnastics of the Greeks and the Romans, of the de-

cline and revival of exercise and sports, the growth of our modern system of physical training, the play movement, recent national and state legislation regarding physical education, is made in this course. Credit one semester hour.

Physical Education 106. German Gymnastics. This course includes running, tactics, free gymnastics (with and without apparatus), games, and methods of teaching. Credit three semester hours.

Physical Education 107. Swedish Gymnastics. This is a course in Swedish floor work, with special attention to the physical development of each individual student in the class. Credit one semester hour.

Physical Education 108. Football. Instruction is given each fall to about 50 men in the college game of football. A first team plays about seven or eight games with the teams of other colleges. The other men in the squad have the same instruction and practice daily on the field and can play on the teams that scrimmage against the regulars. Many men learn the game for purposes of coaching who are not physically fit to play in all phases of it. Credit one semester hour.

Physical Education 109. Basketball for Men. We usually have 50 men or more enrolled in basketball. A college team is selected and a second team, each playing a schedule of games with the teams of other institutions. Men not making these teams are organized into class teams and they play a tournament among themselves and with other local teams. Credit one semester hour.

Physical Education 110. Baseball. A large class is conducted in this sport, including a first team and several class teams. Effort is made to train all the men in the details of base running, batting, fielding, team play, signal, plays and rules. Credit one semester hour.

Physical Education 111. Track and Field Sports. A track team meets the teams of other colleges in dual contests, and class contests are carried on among the men who are not on the team. Special instruction is given in the details of running, hurdling, jumping, starting, putting the shot and vaulting. Credit one semester hour.

Physical Education 112. Basketball for Women. This class is offered for a limited number of students who wish to learn to coach the game, as well as for those who wish to enter it in order to try to make the varsity team. The class meets for four hours each week. Credit one semester hour.

Physical Education 113. Community Recreation. This course is designed to prepare students to direct the recreation of a community. An attempt will be made to determine what games and sports interest young people. Members of this class assist in conducting the Saturday evening games in the gymnasium. Credit one semester hour.

Department of Public Speaking

Miss Miller Miss Zellhoefer

NORMAL SCHOOL COURSES

Expression 1. Reading 1. Voice. Correct breathing, basic principles of right vocal habits, voice control, tone production, articulation, pronunciation, modes of utterance, quality of voice, inflection and time are studied in this course.

Gesture. Exercises in preparation for spontaneous gesture and coordination of mind and muscles; poise and harmonious movements are given careful consideration in relation to expression.

This course is planned with a view to teach students how to read with fluency and animation; and how to interpret what they read intelligently. The best literary selections are used to accomplish this end. Credit two-thirds unit.

TEACHERS COLLEGE COURSES

Expression 101. Reading. Voice. Correct breathing, basic principles of right vocal habits, for the purpose of acquiring purity, strength and flexibility of tone. Articulation, pronunciation, modes of utterance, qualities of voice, inflection, time, force and stress are studied in this course.

Gesture. Exercise in preparation for spontaneous gesture, poise, and harmonious movements are studied.

Students are taught how to read in this course, and how to teach reading. Drill is required upon a wide range of selections for the purpose of promoting natural growth in animation, smoothness and volume. Interpretation of orations and selections of prose and poetry is required. Credit two semester hours.

Expression 102. Public Speaking. A study of the best orations is made. Presentation of extemporaneous addresses, preparation and presentation of addresses before the class for criticism and guidance are required. A study is made of the principles of debating. Credit three semester hours.

Expression 103. Coaching Plays. This course includes a study of voice, gesture and platform recitals. A study of make-up staging, stage lighting and setting and costuming plays is made. Credit three semester hours.

Expression 104. This course consists of advanced work in tone production, for the purpose of perfecting the purity, strength and flexibility of the voice.

Gesture as an art. Showing relation to forms of literature and dramatic significance in oral interpretation. A study of the foot, arm and head chart is made.

Students in this course are given an opportunity for platform recital on miscellaneous repertoire and practice teaching before the class for critcism and guidance. A study of story telling, which consists of the telling of stories, selection and adaption of material for grades. Prerequisite, Expression 101. Credit four semester hours.

Alumni

CLASS 1907

Bailey, Eva ..... Harrodsburg
Jeffers, Jennie ..... Greenville
Mason, Mabel ..... Richmond
Rice, Alma R. ..... Richmond
Sullivan, Hattie M. .. Williamsburg

CLASS 1908

Abner, Jas. R. ..... Barbourville
Dale, C. S. ..... Epworth
Daniel, William E. ..... Red Bush
Davis, Ruth W. ..... Carlisle
Gaines, Alberta ..... Bullittsville
Gray, Caroline M. .... Williamstown
Morris, Emma Russell
Barbourville
Sullivan, Flora J. ..... Williamsburg
Ward, W. B. ..... Inez
Womack, Alma ..... Oldtown

CLASS 1909

Anderson, Leslie ..... Stanford
Chandler, S. B. ..... Sip
Davis, H. L. ..... Ashland
Fallis, O. B. ..... Danville
Gifford, C. H. ..... Sardis
Holbrook, C. S. ..... Red Bush
Jones, J. C. ..... Barbourville
Morgan, Elizabeth W. .... LaGrange
Pettus, Ila ..... Lancaster
Scott, Cathryn V. ..... Richmond
Starns, D. H. ..... Williamstown

CLASS 1910

Baker, Clyda ..... Hazard
Baker, Eunice ..... Hazard
Bergmeyer, Gretchen ..... Dayton
Boothe, I. H. ..... Richmond
Bradford, H. T. ..... Brooksville
Brooks, David ..... River
Campbell, J. B. ..... Barbourville
Caudill, W. M. ..... Hollybush
Colyer, Mary Lee ..... Richmond
Culton, T. B. ..... Crab Orchard
Cundiff, E. F. ..... Somerset
Davis, Allen ..... Freestone
Farley, Lela ..... Rockhold
Evans, Mattie .. Plummer's Landing
Ferguson, Burdeaux .... Winchester
Ferguson, R. C. ..... Fannin
Gragg, Everett ..... Somerset
Greenleaf, Van ..... Richmond
Hamilton, Geo. D. ..... Stout, O.
Houchins, Jennie ..... Vanarsdall
Hughes. Bessie ..... Edenton
Irvine, J. S. ..... Science Hill
Jones, O. V. ..... Owenton
Long, Agnes ..... Harrodsburg
Lander, Alice E. ..... Richmond
McDougle, Ivan E. ..... Richmond
McHargue, Sue B. ..... London
Maynard, James G. .... Catlettsburg
Moneyhan, Edith ..... Augusta
Moneyhan, Edna ..... Augusta
Morgan, Libbie ..... Libbie
Mullikin, O. L. ..... Sardis
Neace, John G. ..... Booneville
Prose, Bertha ..... Irad
Qualls, Webster ..... Olive Hill
Richardson, Edgar ..... Science Hill
Roling, Lena Gertrude .... Richmond
Sasser, Mrs. Alice ..... Tuttle
Scott, Elizabeth ..... Helena, Ark.
Scoville, Elizabeth ..... Atlanta
Sharon, Lowell ..... Richmond
Sheriff, Robert ..... Owenton
Tartar, Gertrude, ... Cains Store
Taylor, Eva ..... Somerset
Tye, J. J. ..... Barbourville
Webb, Arnold ..... Blairs Mill
White, Catherine ..... Richmond
Hylton, Cora ..... Cody
Davis, James S. ..... Dickman
Cox, Lula ..... Junction City

CLASS 1911

Alcorn, Nora ..... Greenwood
Arnold, Sue V. ..... Wheatley
Ambugy, Maryland D. ..... Amelia
Buchanan, Lelia Gore .. Middlesboro
Brammer, John C. ..... Susie
Carter, Frank M. ..... Flora
Dyche, Emily Byers ..... London
Dodson, Flora ..... Monticello
Elmore, Mary ..... Lancaster
Everage, Mary ..... Hindman
Faulkner, Garnet ..... Catlettsburg
Huffaker, Leona ..... Lawrenceburg
Jackson, Sadie Rea ..... Catlettsburg
Luttrell, Paul ..... Tackets Mill
Moore, George Mansfield ..... Corbin
Meece, Virgil Franklin .... Somerset
Pettus, Mary Rebecca ..... Stanford
Parard, Marie Josephe ..... Ashland
Pollitt, Clara Edna ..... Middlesboro
Roberts, Bryon Mason .... Wheatley
Reed, Everett Hampton .... Mayslick
Reid, Homer Lloyd ..... Somerset
Schwartz, Kathryn A. .... Covington
Tinder, Delia ..... Lancaster
Ward, Sarah Ellen ..... Paintsville
Walker, Fay Rowlett ..... Owenton

CLASS 1912

Chambers, Jay Lea ..... Kensee
Daniels, Flora B. ..... Catlettsburg
Ewen, Mabel Russell ..... Stanton
Glass, Fannie ..... Booneville
Gullett, Will Press ..... Cannel City
Hamilton, Anna Laurie .. Richmond
Jordan, Victor A. ..... Barbourville
Johnson, Sheila ..... Fort Thomas
Morgan, Arvon T. ..... Owenton
Kelley, Nora Starke ..... Euclid
Kelley, Sara Maude ..... Euclid
Lester, Lena Elizabeth ..... Tuscola
McNutt, M. H. ..... Bradford
Morriss, Marian Allen ..... Warsaw
Mathias, Anna ..... Carlisle
Rayburn, Maude Mae ..... Emerson
Rich, Ada ..... Lancaster
Schirmer, Margaret Elizabeth
Ghent
Thurman, Ninnie B. ..... Nashtown
Trent, Ada ..... Lawrenceburg
Vaught, Allie A. ..... Somerset

CLASS 1913

Amburgey, L. M. ..... Hindman
Ballard, May ..... Richmond
Bertram, Elizabeth ..... Valley
Bogie, Annie Miller ..... Richmond
Boothe, John E. ..... Richmond
Brock, Marie ..... London

Broaddus, Kavanaugh ....Richmond
Bryant, Ben .....Corbin
Caywood, James .....Wedonia
Cox, Ella K. .....Concord
Covington, Mary Q. .....Richmond
Crowder, Mabel .....Lawrenceburg
Day, James .....Caney
Day, Angella .....Hunnewell
DeLong, H. G. .....Inez
Dempsey, Corrine .....Inez
Floyd, Mary .....Somerset
George, Edythe .....Covedale
Gould, Willie .....Vincent
Hale, Mahala .....Gray
Haley, C. F. .....Brooksville
Harris, O. H. .....Hale
Hendren, Allie Elizabeth ,
Lancaster
Henry, Elizabeth B. ....Lexington
Johnson, Fannie .....Paintsville
Johnston, Nell .....Nicholasville
Kennard, Albert .....Augusta
Lake, Alma .....Berea
Laubisch, O. A. .....DeMossville
Lewis, W. H. .....Blaze
Lutes, S. B. .....Beattyville
McCarty, Anna Mary .....Butler
McDougle, Miree .....Richmond
Messman, Margaret .....Dayton
Mills, Howard H. .....Kenton
Oldham, Emma .....Richmond
Osenton, Mabel .....Greenup
Quillen, Marie .....Heidelburg
Remy, P. D. .....Lowder
Scoville, Magnolia .....London
Smith, May .....Troublesome
Sporing, T. B. .....California
Stidham, C. B. .....Beattyville
Stigall, Dumont .....Somerset
Taylor, Eddie .....Burnside
Taylor, Emma .....Burnside
Thomson, Henrietta .....Frankfort
Williams, E. W. .....Island City
Ware, Daisy Lynn .....Somerset

CLASS 1914

Akin, Paris B. .....Burlington
Ammermann, Mary Jane
Cynthiana
Ballard, Leonard H.....Valley View
Bertram, Anna L. .....Valley
Bowman, Daphe H. .....Richmond
Brown, Fannie May
N. Middletown
Caldwell, Leander Cox
Catlettsburg
Calico, Zula Elizabeth ....McCreary
Coons, Nellie .....Lexington
Clark, L. A. .....South Fork
Clark, Emsy .....Odds
Cornelison, Lula McKee..Richmond
Chrisman, J. Warren ....Covington
Davidson, Perry .....Oneida
Dempsey, Evelyn .....Inez
Deatherage, Willie Mae..Richmond
Dodsworth, Vivian May
Cold Springs
Donahue, Anna M. .....Danville
Doty, Mary .....Richmond
Early, Lena Agnes .....Corbin
Early, Beulah Newman....Rockhold
Gilmore, Charles M.....Ringos Mills
Gordon, Anna Elizabeth..Wilmore
Gray, Mary Farnces..Harrodsburg
Hacker, Isaac .....Buena Vista
Harmon, Ella Maude .....Brumfield
Hale, Lule .....Hindman
Hayden, Maude Frances..Richmond
Hemlepp, Emma Theresa..Ashland
Horine, Elizabeth .....Nicholasville
Houchins, Ollie Mae..Harrodsburg
Johnson, Rowena .....Harrodsburg
Kirk, Herschel R. .....Irvington
Lipps, Matie Louise....Hustonville
Martin, Margarette .....Carlisle
McWhorter, Stella Mae..Paint Lick
Myers, Nancy Bourne ....Richmond
Plummer, Nancy K.
Stamping Ground
Price, Florence Ethel Cottonburg
Price, Hobart V. .....Cottonburg
Price, Odessa Blaine ....Cottonburg
Rankin, Edna Mae .....Monticello
Redwine, Marcus C.....Sandy Hook
Rice, Linnie M. .....Sumpter
Ross, Mary E. .....Sharon
Sams, Eva Edith .....Georgetown
Scoville, Hallie May .....London
Scrivner, Ruth .....Richmond
Seitz, Florris .....West Liberty
Skinner, Thomas W.....Buena Vista
Smallwood, Enoch .....Dorton
Thompson, Stella E. .....Primrose
Tipton, Pressly H. .....London
Turner, Ervine .....Canoe
Vories, Emma DeWitt .....Sparta
Walsh, Lula .....West Liberty
Williams, B. M. .....Pineville
Whaley, Nancy Myers
Millersburg
Williams, John L. .....Pineville

Class 1915

Barnette, Rebecca Jayne..Somerset
Bowan, Betsey .....Bowen
Cook, Leland .....Dema
Crawford, Albert B. .....Rose Hill
Duffy, Cornelia Read ....Cynthiana
Evans, Mollie T. .....Nicholasville
Farley, Minnie Elizabeth
Richmond
Galey, Ida Mae .....Kirksville
Gilbert, Ellyn Christena..Richmond
Goodman, Keener C.....Ashland
Harris, Lelia J. .....Richmond
Hampton, Daisy .....Corinth
Hickok, Katherine .....Covington
Holliday, Surrilda .....Stacy
Hearne, Hanna Jane .....Richmond
Huguely, Henry Wood....Richmond
Lamb, Naomi N. .....Campbell
Land, Ettabelle....Shelbyville, Ind.
Liles, Ella .....Tannery
Liles, Eva .....Tannery
Lutes, Maude Alma .....Primrose
Maupin, Ama Dillingham..Moberly
McComis, Madge Mae
Catlettsburg
Moyers, Fannie .....Berea
Phillips, Rebekah A.
Liberty Road
Richie, William .....Fristie
Smith, C. E. .....Yale
Vogel, Clare Louise .....Newport
Wade, Saline .....Bagdad
Walker, Belle McM...Lawrenceburg
Ward, Forest .....Sharpsburg
White, Bess .....Richmond
Watkins, Alice E. .....London
Yates, Margaret M. .....Kingston

CLASS 1916

Adams, Louise Rhorer .....London
Akers, Ezra .....Printer
Asher, James J. .....Hyden
Bates, Joseph B. .....Kite

Bennette, Verna ..... Wilmore
Blackburn, Lena ..... Covington
Brady, Maud Evlyn ..... Greenup
Bedford, Emma Chanslor
Lexington
Eaker, Emma Beryl ..... Richmond
Cain, Oliver Walter ..... Bradley
Cubbage, Ann Mary ..... Owenton
Dietrich, Lois ..... Winchester
Downard, Mary Elizabeth ..... Sunrise
Dobrowsky, Rose ..... Richmond
Early, Nellie Katherine ..... Corbin
Gibson, Ellen Christena ..... Lexington
Goldenberg, Carrie ..... Vanceburg
Hays, Willie ..... Hindman
Hoskins, Ruth Gibson ..... Pineville
Jones, Brilla ..... London
Kelly, Robert Lee ..... Elic
Knox, Lilly Ulah ..... Rosslyn
Lancaster, Jennie Mae ..... Ghent
Lutes, Lloyd Hardin ..... Paint Lick
Little, Robert E. ..... Moores Creek
McClure, Bernice ..... Mt. Sterling
McWhorter, Howard R. ..... Ashland
Monahon, Harry F. ..... Germantown
Lawson, Nan Wood ..... Lot
Morgan, Ida ..... Slickford
Merritt, Ethel ..... Elkin
Mills, L. H. ..... Barbourville
Mason, Matilda ..... Shelbyville
Mills, S. A. ..... Hammon
Nichol, L. DeGarmo ..... Springdale
Noe, Fannie ..... Paint Lick
Noland, Miriam ..... Richmond
O'Brien, Betty ..... Covington
Rucker, Lucile ..... Ludlow
Ramsey, Alice ..... Winchester
Roland, Laura Beatrice ..... Dodge
Ruby, Golden ..... Frankfort
Rucker, J. G. ..... Catlettsburg
Shearer, Mollie ..... Monticello
Shearer, James R. ..... Hindalgo
Shearer, Lee ..... Hindalgo
Stone, Stella Hubble ..... Somerset
Sturgill, Norah Marie ..... Hindman
Spurlock, Eugene ..... Kirksville
Smith, Joshua ..... Ary
Smith, Prudence Allen ..... Dwarf
Stone, Lucile ..... Burgin
Turpin, Mary Kathryn
High Bridge
Thomas, Albrow B. ..... Hindman
Taylor, Hiram H. ..... Spider
Waters, Virginia Henshaw ..... Goshen
Wilson, Lela Frances ..... Levee
Williams, Mrs. John L. ..... Pineville
Wills, Omar Robbins ..... Covington

CLASS 1917

Adams, Mattie ..... Sharpsburg
Allman, Carrie A. ..... Richmond
Boothe, Gertrude ..... Carlisle
Baughman, Sadie S. ..... Hustonville
Bourne, Mayme ..... Nicholasville
Bridges, Olla Ray ..... Stamp. Ground
Bronston, Jamie ..... Richmond
Brophy, Mary Irene ..... Jackson
Burton, Marietta E. ..... Danville
Carter, Va. Watts ..... Lancaster
Carpenter, Katie D. ..... Harrodsburg
Champion, Ebon ..... Lawrenceburg
Chandler, Eda S. ..... Owingsville
Clere, Easter L. ..... Catlettsburg
Cochran, Avonia ..... Berry
Coffey, Rena ..... Danville
Cooper, Anna E. ..... Bradford
Crowe, Lina B. ..... Paris
Crowe, Ida M. ..... Paris
Dalton, Lora I. ..... Zula
Demmin, Lillian W. ..... Covington
Dilgard, Louise ..... Ashland
Dotson, J. E. ..... Coleman
Ernst, Viola M. ..... Covington
Ewen, Mayme ..... Winchester
Falin, Winnie ..... Burr
Faris, Macie ..... Richmond
Galbraith, McClellan ..... Foster
Gilkerson, Florence ..... Winchester
Gillespie, C. G. ..... Yale
Goldenburg, Mary G. ..... Vanceburg
Harris, Mattie B. ..... Nicholasville
Haughaboo, Susan ..... Maysville
Hedden, Daphne M. ..... Lawrenceburg
Heflin, Francis I. ..... Winchester
Heflin, Serena ..... Winchester
Henry, Evelyn Price ..... Harrodsburg
Hill, Emery D. ..... Germantown
Hord, Anna M. ..... Richmond
Hubbard, Dillard ..... Crane Nest
Jones, Carrie B. ..... Hindman
Kenny, Katherine B. ..... Paris
Keyser, Sarah E. ..... Vanceburg
Lambert, Linwood K. ..... Rush
Lyon, Rachel C. ..... Hustonville
Marrs, Grace A. ..... Prestonsburg
Martin, Frances ..... Waddy
Martin, Lloyd L. ..... Crab Orchard
McKee, Miriam ..... Lawrenceburg
McKee, Martha Y. ..... Richmond
Moore, William ..... Booneville
Morgan, Luther Franklin ..... Caution
Murphy, Alfred L. ..... Strunk
Nolan, Stella ..... Poor Fork
Parard, Katherine ..... Ashland
Parker, Ruth R. ..... Ghent
Patrick, A. Hester ..... Carlisle
Perry, Bernard L. ..... Butler
Pratt, Sara Mildred ..... Catlettsburg
Prather, A. P. ..... Mt. Olivet
Roach, Dora E. ..... Lawrenceburg
Robertson, Imogen ..... Augusta
Rowland, Clayton ..... Scoville
Saunders, Jean ..... Bronston
Schoenfeld, Effie ..... Richmond
Searcy, Mary S. ..... Lawrenceburg
Slack, Ida Mae ..... Dover
Sloan, Myrtle ..... Eubank
Smith, Katie B. ..... Richmond
Smith, H. Woodson ..... Barbourville
Sword, Adeline H. ..... Crystal
Tibbals, Sarah ..... Somerset
Trimble, Kathleen ..... Somerset
Vickery, J. E. ..... Bethesda
Vories, Marion H. ..... Campbellsville
Walker, Ellen ..... Richmond
Webb, Dermont G. ..... Nancy
Winn, Grace ..... Witt
Yeager, Carroll ..... Thealka

CLASS 1918

Burdette, Sallie S. ..... Stanford
Boudinot, Nancy ..... Frankfort
Brown, M. C. ..... Lawrenceburg
Boyer, Mary L. ..... Campbellsburg
Boyer, Martha K. ..... Campbellsburg
Cox, Caroline Lee ..... Ford
Cloyl, Pearl M. ..... Corbin
Cobb, Pluma ..... Owenton
Cotton, Beulah M. ..... Richmond
Chalkey, Mary Lillian ..... Covington
Chapman, Mollie V. ..... Quicksand
Duncan, Priscella Primrose Sinai
Evans, Nora Lee ..... Nicholasville
Everett, Grace A. ..... Covington
Garrett, Mabel Cree ..... Trinity
Gregory, Anna Lee ..... Frankfort

Gentry, Minnie W. ..... Spiro
Horn, Ama V. ..... Harrodsburg
Miller, Maud M. ..... Nicholasville
Morton, Mabel ..... Waddy
Miracle, James T. ..... Monticello
Montgomery, Mrs. L. H. ..... Pineville
Ogg, Nina Rachel ..... Dillon, Mo.
Sanford, Carol Hudson ..... Covington
Shearer, Nancy William
Red House
Scott, Amelia Jane ..... Nicholasville
Steele, Flora C. ..... Frankfort
Trammel, Ella May ..... Pine Knot
Taphorn, Mary Martha ..... Covington
Wilson, Huldah ..... Midway
Webb, Bennie M. ..... Ashland
York, Lottie Alice ..... Vanceburg

CLASS 1919

Ballinger, Lucy ..... Earbourville
Burchett, Minnie ..... Louisa
Champion, Lois ..... Lawrenceburg
Greathouse, Stella ..... Keene
Gudgel, Mary F. ..... Frankfort
Hacker, Mrs. Mary ..... Major
Harlow, Lora Mae ..... Bagdad
Miller, Nina ..... Harrodsburg
Mills, Otto ..... Flat Lick
McDonald, Linnie ..... Ghent
Pettey, Alice L. ..... Richmond
Powell, Rachel Mae ..... Lancaster
Rankin, Maggie Lou ..... Lancaster
Scrivner, Pearl ..... Station Camp
Shelton, Mrs. Nancy ..... White Hall
Sothard, Mary ..... Middlesboro
Thomason, Christine
N. Middletown
Whaley, Lettie S. ..... Flemingsburg

CLASS 1920

Binder, Josephine ..... Kenton
Campbell, Elizabeth R. ..... Myers
Coates, Mabel Ruth ..... Richmond
Callebs, Mrs. Dora ..... Lancaster
Collete, Gertrude M. ..... Berea
Capps, Mary D. ..... Bethel
Clubb, Mary Isabelle ..... Pleasureville
Calico, Mamie ..... Richmond
Duncan, Archie Cosby ..... Richmond
Driggs, Mabel Laud ..... Covington
Gibson, Henry H. ..... Mayking
Hopkins, Maggie ..... Carlisle
Hughes, Sibyl ..... Pleasureville
Jefferson, Elizabeth ..... Mayslick
Jett, Laura V. ..... Winchester
Jones, Lillian B. ..... Williamsburg
Moore, Bessie May ..... Nicholasville
Meeks, Eugenia ..... Waddy
Montgomery, Sudie F. ..... Paris
Moss, Georgia ..... Stanford
Neal, Martha Maye ..... Mt. Olivet
Reed, Curtis ..... Elise
Risk, Louisa ..... Richmond
Stroker, Lelia E. ..... Bethelhem
Tyng, Mrs. Gladys ..... Richmond
Tilton, Jessie Lee ..... Lexington
Teater, Maude ..... Cox Creek
Thomason, Louvenia
N. Middletown
Templeton, Lona M. ..... Moberly
Warren, Sudie T. ..... Franklin, O.
Williams, Lorena ..... Louisville
Williams, Martha E. ..... Florence

CLASS 1921

Adams, Mrs. Eliz. Cain ..... Falcon
Bisceglia, Barbara ..... Middlesboro
Baker, Myrtie Lee ..... Salvisa
Browning, Grace ..... Falmouth
Coates, Rowena ..... Richmond
Clifton, Louis ..... Dry Ridge
Covington, Hester Louise
Richmond
Dickerson, Lilly B. ..... Simpson
Dettwiller, Daisy D.
N. Middletown
Fincel, Clara Jane ..... Frankfort
Floyd, Marie ..... West Point, Miss.
Fouch, T. E. ..... Elliottsville
Gilvan, Bessie H. ..... Bethel
Griffin, Myrtle G. ..... St. Helens
Hawkins, Nannie Belle
Lawrenceburg
Huddleston, Patty Genevieve
Middlesboro
Jewell, James William
Burning Springs
Johnson, Ruth ..... Harrodsburg
Lackey, Mary Elizabeth ..... Berea
Long, Mildred May ..... Quicksand
McCollum, Mrs. Emma
Travelers Rest
McKinney, Mary F. ..... Richmond
Monson, Sadia B. ..... Cynthiana
Mullich, Anita ..... Dayton
Reynolds, Maggie ..... Nicholasville
Rigney, Eila ..... Hustonville
Roberts, Delaine ..... Mintonville
Schormann, Huldah ..... Ashland
Stipp, Maye ..... Winchester
Story, Virginia ..... Ashland
Turley, Amy D. ..... Richmond
Watts, Ovie ..... Harrodsburg
Watts, Elsie ..... Harrodsburg
Walker, Lula Kern ..... Perryville
Yates, Emma Irene ..... Covington

CLASS 1922

Adams, Eunie Mae ..... Union
Adams, Kerney Milner
Whitesburg
Bell, Martha White ..... Lawrenceburg
Broaddus, Ruth Marie ..... Lancaster
Bryant, Beulah ..... Middlesboro
Calico, Mattie ..... Richmond
Clark, Julia ..... Paris
Clark, Myrtle Marie ..... Mt. Olivet
Coates, Lana Martine ..... Richmond
Colyer, Adaline ..... Mt. Olivet
Combs, Bradley ..... Whitesburg
Congleton, Mrs. Conley ..... Richmond
Crook, Margaret ..... Lawrenceburg
Dettwiller, Josephine Clendenin
North Middletown
Farmer, Edna Southard
Middlesboro
Foster, Ray Pirtle ..... Marion
Fox, Amelia Elizabeth ..... Danville
Gentry, Sara Martir ..... Richmond
Gillispie, Mildred E len,
North Middletown
Griggs, Mary Erle ..... Union City
Hall, Maye Edith ..... Pleasureville
Harlow, Pauline ..... Bagdad
Hart, Ethel E. ..... Maysville
Hayes, Alma ..... Olive Hill
Higgins, Herbert Tal ..... e, Pulaski
Hisle, Virginia Wal ..... mond
Jones, Mary Joseph ..... ond
Latimer, Genia Ruth
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Little, Daniel Boone ..... k
McDaniel, Mamie Clay
North Middletown
Moser, Walter Brya ..... Middleburg
Owen, Naomi Woodson ..... London
Owens, Mary Alma ..... Mitchellsburg

Pendleton, Mattie E.....Heidelberg
Perkins, Alice McGinnis
Williamsburg
Rice, Zelia .....Richmond
Rush, Paul Moore....Shepherdsville
Samuels, Eloise .....Richmond
Sandlin, Christine .....Richmond
Scott, Virgil B. .....Butler
Smith, Anna May .....Wasioto
Snyder, Bertha J. ....Williamsburg
Soper, Ora Allen.....Nicholasville
Strother, Carolyn Lucille
Campbellsburg
Taylor, Willard Cowan.....Augusta
Tucker, Gladys L.....Parksville
Turley, Margaret .....Richmond
Tyree, Ralph B.....Rice Station
Vosloh, Helen .....Muncie, Ind.
Warner, Hattie C.....Nicholasville
Waterfill, Mary Louise
Lawrenceburg
White, Joseph J.....Hustonville
Willoughby, Hortense.....Richmond

CATALOG

of

Eastern Kentucky State Normal School and Teachers College

Richmond, Kentucky

1923

Announcement of Courses
1923-1924

EASTERN KENTUCKY REVIEW

Vol. XVII **September, 1923** **No. 2**

Published bi-monthly by Eastern Kentucky State Normal School and Teachers College and entered at the Post Office at Richmond, Kentucky, as second class matter.

Important for Prospective Students.

1. Make room reservations early.
2. Have high school credits forwarded to the school by your high school principal.
3. Enter on time.

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CALENDAR

1923

JULY

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Calendar 1923-24.

FIRST SEMESTER 18 WEEKS

Enrollment of Students	Monday, September 24.
Class work begins	Tuesday, September 25.
Entrance Examinations	September 24 and 25.
Holiday Recess	Dec. 21, 1923-Jan. 2, 1924.
Class work resumes	Wednesday, Jan. 2, 1924.
First Semester closes	Friday, January 25, 1924.

SECOND SEMESTER 18 WEEKS

Enrollment of Students	Monday, January 28.
Class work begins	Tuesday, January 29.
Entrance Examinations	January 28 and 29.
Mid-semester opens	March 31.
Second Semester closes	May 30.

COMMENCEMENT WEEK

Annual Sermon	Sunday, May 25, 8 p. m.
Class and Field Day	Monday, May 26, 8 a. m.
Commencement Play	Tuesday, May 27, 8 p. m.
Last Chapel Exercises Conducted by Senior Class	Wednesday, May 28, 9:45 a. m.
President's Reception to Senior Class	Wednesday, May 28, 8:00 to 11:00 p. m.
Commencement	Thursday, May 29, 10:00 a. m.
Annual Alumni Business Meeting	Thursday, May 29, 4 p. m.
Alumni Reception and Banquet	Thursday, May 29, 8 p. m.

SUMMER SCHOOL 12 WEEKS

First Term (6 Weeks)

Enrollment of Students	Monday, June 2, 1924.
Class Work begins	Tuesday, June 3, 1924.
Entrance Examinations	June 2 and 3.
First Term of Summer School closes	Friday, July 11.

Second Term (6 Weeks)

Enrollment of Students	July 14, 1924.
Class Work begins	July 15, 1924.
Entrance Examinations	July 14 and 15.
Second Term of Summer School closes	Friday, Aug. 22, 1924.

BOARD OF REGENTS

HON. GEORGE COLVIN

State Superintendent of Public Instruction, Ex Officio Chairman

JUDGE J. W. CAMMACK, Owenton, Kentucky
Secretary of Board
Term Expires 1924

HON. C. F. WEAVER, Ashland, Kentucky
Term Expires 1924

HON. H. M. BROCK, Harlan, Kentucky
Term Expires 1926

HON. J. A. SULLIVAN, Richmond, Kentucky
Term Expires 1926

EXECUTIVE COMMITTEE

HON. J. A. SULLIVAN, Chairman HON. PAUL BURNAM, Secretary
HON. GEORGE COLVIN HON. H. M. BROCK
PRESIDENT T. J. COATES

NORMAL EXECUTIVE COUNCIL

HON. GEORGE COLVIN
Ex Officio President of the Council

H. H. CHERRY,
President of Western Normal, Vice President of the Council

T. J. COATES,
President of Eastern Normal, Secretary of the Council

The Faculty

THOMAS JACKSON COATES, A. B. and A. M., President
School Administration

A. B. and A. M., Southern Normal School, Bowling Green, Kentucky; Certificate from Cook County Normal School and Emmons Blaine School, Chicago; sometime student Normal Department of State College, Lexington, Kentucky; Graduate of Lexington Business College; country school teacher five years, Pike county; six years principal graded school, Greenville, Kentucky; twelve years Superintendent City Schools, Princeton, Kentucky; four years Superintendent City Schools, Richmond, Kentucky; six years State Supervisor of Rural and Village Schools in Kentucky; one time President Kentucky Educational Association; instructor in more than one hundred teachers' institutes in Kentucky, Tennessee and Ohio; author of the "Elementary State Course of Study," the "History of Education in Kentucky" and the "Codification of the Kentucky School Laws;" in present position 1916.

*H. L. DONOVAN, A. B., A. M., Dean of the Faculty
Education

Graduate Western Kentucky State Normal School, 1908; A. B., University of Kentucky, 1914; A. M., Teachers College, Columbia University, 1920; one year's experience in rural school; three years principal elementary school, Paducah, Ky.; two years Superintendent Graded Schools, Wickliffe, Ky.; one year Principal J. B. Atkinson School, Louisville, Ky.; three years Assistant Superintendent Louisville Public Schools; one year Army Psychologist; one year Superintendent Catlettsburg Public Schools; present position 1921.

MARIE L. ROBERTS
Dean of Women

Graduate "The Western," Oxford, Ohio; graduate work in Columbia University; graduate work in Cambridge University, England; twenty years high school instructor, Ashland, Kentucky; two years instructor "The Western;" in present position 1915.

BOLDRICK, CARA
Art

Graduate St. Catharine's Academy; student Art Institute of Chicago; student at Teachers College, Columbia University; studio work, two years; instructor of Art, Somerset High School two years; present position 1923.

*On leave of absence.

I. H. BOOTHE, B. Ped.

Mathematics

Graduate Zanerian Art College; student of National Normal University and graduate of Teachers' Course of same; student of Southern Normal School, State Certificate in Kentucky; graduate Valparaiso University; graduate Eastern Kentucky State Normal School, 1910; ten years' experience in teaching in the public schools of Ohio, and fourteen years in Kentucky; author of "The Evolution of the Sentence," and "A Systematic Rotation of Rural School Teachers;" in present position 1907.

LORNA BRESSIE, B. S.

Geography and Physical Education

B. S., University of Chicago, the College of Arts, Literature and Science; preparation leading to M. S. degree in Geography Department of Ogden Graduate School of Science of the University of Chicago, completed, thesis only remains to be finished; assistant principal and instructor of Latin in Public School of Beecher, Illinois; departmental teacher of Geography in the Public Schools of Streator, Illinois; present position 1922.

JAMIE BRONSTON, A. B.

Principal Green's Chapel School

Graduate Eastern Kentucky State Normal school; A. B. in Mathematics, University of Kentucky; one year teacher rural school in Kentucky; two years teacher graded school; three years principal Mt. Vernon Consolidated School, Woodford County, Kentucky; present position 1923.

PEARL BUCHANAN, B. L., B. A., B. O.

Graduate San Antonio Female College, 1913; B. A. and B. O., Southwestern University, 1915; graduate student University of Oklahoma, 1918; graduate student Northwestern University, 1921; student of Mary McCord of Boston; student of Dwight Wentz of Boston; student of Laura Kuykendall of New York; student of Dr. Robert McLean Cumnock of Cumnock School of Speech; student of Ralph Dennis School of Speech, Northwestern University; student Ina M. Peregro, Director of Little Theatre, South Bend, Indiana; two years instructor State Preparatory School, Claremore, Oklahoma; instructor City High School, Henryetta, Oklahoma; instructor University of Oklahoma; five years head of Dramatics and Public Speaking, Central High School, Muskogee, Oklahoma; in present position 1923.

C. E. CALDWELL, A. B., A. M.

Mathematics

B. S., National Normal University; A. B., Marietta College; A. M., Ohio State University; Ohio Life Certificate (High School); State Diploma in Kentucky; eleven years Superintendent Accredited Schools of first class in State of Ohio; two years instructor in Mathematics, Bellaire (Ohio) High School; instructor during summer sessions in Mathematics in Marietta College; in present position 1912.

ASHBY B. CARTER, B. S.

Agriculture and Science

B. S., George Peabody College for Teachers; graduate student George Peabody College for Teachers; graduate student, Columbia University; student Richmond College, Virginia; student University Virginia Normal; student Virginia Mechanics' Institute; student Eastern College, Virginia, special training in the trades; teacher and principal Virginia Rural and Secondary Schools; instructor Manual Arts and Science, Pulaski High School, Tennessee; instructor Manual Arts and Agriculture, Gallatin High School, Tenn.; instructor Manual Arts and Science, Peabody Demonstration School, Nashville, Tenn,; in present position 1920.

REX W. COX, B. S., M. S.

Agriculture and Rural Economics

B. S., College of Agriculture, University of Illinois, 1914; three years teacher in Accredited High Schools; two years instructor State Agricultural School, Madison, Georgia; instructor Fort Hays, Kansas, State Normal, Hays, Kansas; M. S., Cornell University, 1923; present position 1918.

MARY B. DEANE, A. B.

Geography and Grammar

A. B., Episcopal Seminary; graduate student Kentucky University Normal; Training School for Teachers, Valparaiso; student Chicago University; Assistant principal Excelsior College; seven years instructor Jessamine College; University of Virginia, 1909; three years instructor Lincoln Memorial University; student University of Michigan and Cornell University; in present position 1911.

NOBLE G. DENISTON, B. S.

Manual Training

B. S., Valparaiso University; student Stout Institute; student Massachusetts Institute of Technology; graduate work in the University of Chicago; Life certificate in Montana, Louisiana and North Carolina; Supervisor of Manual Training at Livingston, Montana, Baton Rouge, Louisiana and Mobile, Alabama. On the Louisiana State Teachers' Examining Board, Head of the Department of Industrial Arts, Stanley McCormick School, Burnsville, N. C.; head of Manual Arts Department, Mississippi Normal College, Hattiesburg, Mississippi; present position 1919.

RUTH DIX, B. S.

Home Economics

Graduate of teachers course in Home Economics, Bradley Polytechnic Institute, Peoria, Illinois; Advanced work at University of Illinois; B. S. degree, Bradley Polytechnic Institute; two years instructor in Home Economics, high school Colfax, Illinois; three years instructor in Vocational Home Economics township high school Pana, Illinois; two years Home Demonstration Agent, Indiana, Purdue University Home Economics Extension Department and U. S. Department of Agriculture Co-operating.

MAY K. DUNCAN,

Teacher and Critic, Grades 3 and 4

Graduate of Jessamine Institute; graduate Eastern Kentucky State Normal School and Teachers College; student Louisville Normal School; student Detroit Teachers College. Teacher and Primary Supervisor, Nicholasville City Schools; teacher Louisville Public Schools; present position 1923.

R. A. EDWARDS, A. B.

Director of Training School

School Administration

A. B., University of Kentucky, 1910; student in summer schools, University of Wisconsin, 1911; University of Minnesota, 1914; University of Tennessee, 1915; Principal Trimble County High School, 1910,14; Superintendent City Schools, Morganfield, Kentucky, 1914-18; present position 1918.

R. A. FOSTER, A. B., A. M.

English

A. B. in English, University of Kentucky, 1916; graduate scholarship Princeton University, 1916-17; A. M., Princeton University, 1917; teacher rural school, 1911; Principal Central Grammar School, Somerset, Ky., 1914-1915; Assistant Principal and Teacher of English, High School, Peekskill, New York, 1917; Instructor U. S. Army Schools, 1918; Teacher of English and Mathematics, High School, Owensboro, Ky., 1919; Principal Morton Elliott Junior College, Elkton, Ky., and Teacher of Latin and English, 1919-21; present position 1921.

*MAUDE GIBSON

Drawing, Painting and Pennmanship

Student two years, painting in oils, water color, china, crayon, pastel and pen and ink, Lebanon Normal University; three years student designing, modeling, painting on under glaze and over glaze, Weller Art Pottery Studio; student under Karl Kappes in portrait work; two years public school drawing, Miama University; some time teacher Pennsylvania, New Mexico, and Clarksville Female College; instructor of Drawing, Birmingham High School; sometime student at Teachers College, Columbia University, N. Y.; in present position 1910.

WREN JONES GRINSTEAD, A. M., Ph. D.

Latin and Education

A. B., 1899, and A. M. in Education, 1910, University of Kentucky; graduate English course, College of the Bible (Transylvania), 1902; Greek Certificate, University of Tennessee (summer session), 1906; four quarters' graduate study, University of Chicago; Ph. D. (Education, Latin, Ancient History) University of Wisconsin, 1916; one year's graduate research in Education, Columbia University; special lecturer in Biblical Criticism, College of the Bible, Melbourne, Australia, 1906; three years teacher in rural schools of Nebraska and Kentucky; instructor in Esperanto, University of Tennessee (summer session), 1906; fellow in Education, University of Wisconsin, 1915-16; teacher of methods in Latin, Teachers College, Columbia University, summer sessions of 1922 and 1923; Research Associate, Institute of Educational Research, Teachers College, Columbia University, 1922-23; in present position 1906.

*On leave of absence.

*KATHARINE HAMMOND

Physical Education for Women

Graduate of the Sargent School of Physical Education, Boston, Mass.; two years teacher in girls' school, "House in the Pines," at Norton, Mass., two years Director of Physical Education in the city schools of Charleston, West Virginia; four summers instructor at Sargent Summer Camp; instructor at Sargent Normal School Camp; in present position 1920.

MAY C. HANSEN

Teacher and Critic, Grades 1 and 2

Graduate Oshkosh State Normal School; three years teacher public school, Washburn, Wisconsin; three years teacher Green Bay, Wisconsin; student University of Chicago; in present position 1912.

ELLA MAUDE HARMON, A. B.

Latin and History

Graduate Eastern Kentucky State Normal School, 1914; A. B. in History, University of Kentucky, 1918; Summer School student, University of Kentucky, 1921, Columbia University, 1922; teacher Perryville High School, 1916-17 and 1920-22; present position 1922.

GEORGE N. HEMBREE, B. C. S.

Physical Education for Men

Five years student Berea College; one year Eastern Kentucky State Normal, 1916-17; Graduate Bowling Green Business University —Bachelor Commercial Science 1920; two years teacher in Kentucky; student University of Illinois; present position 1920.

ELIZA HUGHES

Physical Education for Women

Graduate of the New Haven Normal School of Gymnastics, New Haven, Connecticut; one year recreation leader of the Junior Department in the Church of the Redeemer, New Haven, Connecticut; present position 1923.

MRS. STANTON B. HUME

Industrial Arts

Student Bellewood Seminary and Kentucky Presbyterian Normal School; student Cincinnati School of Domestic Science under Miss Gamon; student of Miss Anna Barrows, Columbia University; student of Miss Lamphere and Mr. Lane, New Hampshire; in present position 1910.

*On leave of absence.

W. L. JAYNE, A. B.

Director of Rural Training Schools

School Management

A. B., Georgetown College; teacher in rural schools four years; principal Pollard Graded School five years; principal Sandy City Graded School four years; county superintendent of Boyd county four years; President Kentucky State Association of County Superintendents two years; principal Quicksand Graded High School two years; institute instructor; present position 1920.

CHARLES A. KEITH, B. A., M. A.

Dean of Men

History and Social Science

B. A., M. A., Oxford University (England), Rhodes Scholar from Arkansas; two years student University of Arkansas; one year student University of Texas; teacher of History, Little Rock High School, 1911-12; author of "Notes and Outlines in Civil Government;" "Notes and Outlines in American History," "A Supplement on Kentucky History;" in present position 1912.

MARY F. McKINNEY, B. S.

Teacher and Critic, Grades 7 and 8

Graduate of Eastern Kentucky State Normal School 1921; graduate of Peabody College for Teachers, B. S. degree, 1923; four years principal of Hunt High School, Clark county, Kentucky; present position 1923.

NANCY MYERS, A. B., A. M.

French and English

Student Stetson University, 1902-12; A. B. Berea College, 1913; A. M. Columbia University, 1923. Special student University of Besancon, France, 1921. Taught English and French for four years. For two years head of French Department, Blue Mountain College, Blue Mountain, Miss., present position 1923.

MIRIAM NOLAND

Principal Kavanaugh Rural School

Graduate Madison Institute; graduate Eastern Kentucky State Normal; graduate student College of Music, Cincinnati; four years teacher demonstration schools in Kentucky; two years teacher graded schools; one year principal Garrard High School; one year extension work; in present position 1918.

SMITH PARK, B. S. in M. E.

Mathematics

B. S. in Mechanical Engineering, University of Kentucky, 1920. Traffic Engineer New York Telephone Co., 1920-21; present position 1923.

MARY ESTELLE REID

Librarian

Edmonton (Ky.) High School; graduate Liberty College, Glasgow, Kentucky; special course in German, French and Library Administration, University of Nashville, 1907-08; one year in Carnegie Library, Nashville, Tennessee; in present position 1911.

JAMES RUSSELL ROBINSON, A. B. and A. M.

Registrar

History

A. B., 1909 and A. M., 1912, University of Kentucky; teacher Walton High School, 1909-10; Caldwell High School, Richmond, 1910-12; principal Madison County High School, Waco, 1912-18; graduate student Chicago University, summer 1922; in present position 1918.

ANNA A. SCHNIEB, A. B., A. M.

Education

Graduate Indiana State Normal School, Terre Haute, Indiana; two years a student University of Indiana; A. M. Teachers College, Columbia University; graduate student Chicago University; teacher for three years, Montpelier, Indiana; critic, Fort Wayne, Indiana; Assistant Principal City Normal, Fort Wayne, Indiana; teacher Department of Education, William Woods College, Fulton, Missouri; teacher State Training College, Cape Giradeau, Missouri, present position 1923.

GEORGE DRURY SMITH, B. S., A. B.

Science and Nature Study

A. B., Ohio Normal University, 1892; B. S., Ohio Wesleyan University, 1899; Life Certificate, Ohio, 1895; graduate work University of Michigan, summer, 1902; in State Biological Laboratory, Cedar Point, 1903; in Carnegie's Laboratory, Wood's Hall, Massachusetts, 1904; made collections and studied along Atlantic coast 1905; two years Superintendent of Schools, Gibsonburg, Ohio; eight years head of Biological Department, Akron High School; in present position 1908.

R. DEAN SQUIRES, A. B.

Latin and Mathematics

Elementary and secondary training public and private schools Bourbon County, Kentucky; A. B., Central University, Richmond, Kentucky, 1901; three terms Teachers' College, Columbia University, New York, 1912, 1913, 1914; three years teacher public schools Montgomery County, Kentucky; seven years Superintendent Township Consolidated School, Indiana; nine years Superintendent City Schools, Carlisle, Kentucky.

JOHN ORR STEWART, JR., A. B.

Director of Music

Bachelor of Arts, Cedarville College, 1911; Artist Diploma, Voice, Cincinnati Conservatory of Music, 1915; attended Cincinnati College of Music, Voice Scholarship, 1911-12; attended Cincinnati Conservatory of Music, Voice Scholarship, 1912-1915; studied with Gorno, Hoffman, Saar, Sederburg, Stillman Kelley, Leighton Public School Music, Blanche Woody, twenty-four weeks' post graduate summer work, Cincinnati Conservatory of Music since 1915; post graduate voice coaching and observation of teaching methods spring 1920, New York City with Sergei Klibansky, Wm. S. Brady, Frederic Haywood and Percy Rector Stephens; Ohio Life Certificate in Public School Music; taught Voice and Theory, Mt. Union Br. Conservatory of Music, New Philadelphia, Ohio, 1915-16; taught Voice Pennsylvania State Normal School, Indiana, Pa., 1916-January, 1919; resigned to enter Army Y. M. C. A. work at Camp Lee, Va.; associated with Bristow Hardin, Pianiste, Norfolk, Va., 1919-20; Director of Music, Piqua, Ohio, Public Schools, 1920-21. Director of Music, Montgomery County Schools, Dayton, Ohio, 1921-22; in present position 1922.

HAMBLETON TAPP, A. B.

English

A. B. degree, Centre College, 1922; assistant in English, Centre College; principal of consolidated Graded and High School, Stone, Kentucky, present position 1923.

BROWN E. TELFORD

Piano

Graduate of Lewisburg Seminary and Conservatory of Music; student under Herr Edwin Schnider, who is a graduate of the Leipzig Conservatory of Music; student under Mr. Frederic Shaller Evans and Mr. Bristow Hardin at the Cincinnati Conservatory of Music. One year teacher of music at Lewisburg, West Virginia; two years teacher of music at Madison Institute, Richmond, Kentucky; in present position 1917.

MRS. JULIAN TYNG

Teacher and Critic, Grades 5 and 6

Graduate Madison Institute; graduate Eastern Kentucky State Normal School; student George Peabody College; one year teacher Madison Institute; one year teacher Guthrie, Kentucky; three years teacher Richmond City School; present position 1920.

CARRIE M. WATERS

Assistant Librarian

Graduate Winthrop Model School and Winthrop High School, Nashville, Tenn.; teacher's certificate from Peabody College, course in Library Economy, Nashville Carnegie Library; one year head of Reference Department, and for nine years head of Catalogueing Department in Carnegie Library, Nashville, Tenn.; in present position 1921.

*GERMANIA WINGO

Teacher and Critic, Grades 3 and 4

Graduate State Normal School, Farmville, Virginia; sometime student Teachers College, Columbia University, New York; 1911-13, fourth grade teacher at Crewe, Virginia, under supervision of Miss Fannie Wyche Dunn, now instructor at Teachers College; 1914-17, teacher of third and fourth grades at Amelia Court House, Virginia; 1917-18, teacher of second and third grades in Agricultural school, Virginia; teacher of primary grades Pulaski, Virginia; present position 1920.

EDNA ZELLHOEFER, A. B.

English

Graduate Illinois State Normal University, Bloomington, Ill.; A. B., University of Illinois; graduate student, one semester, University of Illinois; instructor in English in high school of Sparland, Le Roy and Rockford, Illinois, and La Cross, Wis.; in present position 1922.

STUDENT ASSISTANTS

Hettie Leathers, Assistant at Kavanaugh.
June Williamson, Assistant in Training School.
Margaret Carter, Assistant to Dean of Women in Sullivan Hall.
Virginia Routt, Assistant to Dean of Women in Burnam Hall.

*On leave of absence.

Faculty Organization.

COMMITTEES

The President is ex-officio a member of each committee. Committees other than those which meet at stated intervals meet on the call of the Chairman who gives at least one week's notice of such meeting.

Alumni and Senior Class
Foster, Noland, Tyng, Harmon, Bronson

Certification and Graduation
Donovan, Robinson, Foster, Caldwell, Boothe, Roberts.

Classification and Student Schedules
Keith, Stewart, Zellhoefer, Carter, Deniston, Dix, Schneib, Buchanan Boldrick, Jayne, Hembree, Tapp, Park, Harmon.

Credits and Credentials
Caldwell, Grinstead, Donovan, Foster, Robinson.

Entrance Examinations
Edwards, Squires, Robinson, Smith, Deane, Bressie.

Lyceum Course and Entertainments
Grinstead, Stewart, Buchanan, Caldwell, Telford.

Library Committee
Reid, Grinstead, Foster, Keith, Edwards, Smith, Donovan.

Athletics
Carter, Edwards, Hammond, Hembree, Deniston.

Societies and Forensics
Squires, Buchanan, Grinstead, Roberts, Smith.

Publicity and Student Publications
Tapp, Zellhoefer, Deniston.

The Review
Robinson, Foster, Edwards.

Students Welfare, Discipline and Grievances
Smith, Park, Keith, Roberts, Deane, Jayne.

Rules and Regulations

This committee is made up of the President, the Dean of Women, the Registrar, the Director of the Training School and the heads of the departments of Education, Agriculture, English, Histroy, Latin, Mathematics, Science, Home Economicc and Manual Training.

Socials and Receptions

Hume, Roberts, Dix, Hembree and Deniston

Class Officers

THE NORMAL SCHOOL

Elementary Class.....Mr. Park
Intermediate Class.....Mr. Tapp

THE TEACHERS COLLEGE

First Year—Advanced Class.....Mr. Edwards
Second Year—Advanced Class.....Mr. Foster

Administrative Force

G. M. Brock, Business Agent

Earl P. McConnell, Bookkeeper

Katherine Morgan, Secretary to President

Helen Woodward, Assistant to Registrar

Maye Waltz, Secretary to Business Agent

Josephine Ellis, Secretary to Dean

Sue Chenault, Clerk, Extension Department

Jane Carroll, Stenographer and Clerk

Mrs. Cynda Karr, Matron and Dietician

Mary Sullivan, Housekeeper, Sullivan and Burnam Halls

W. A. Ault, Superintendent of Buildings and Grounds

HISTORY OF THE SCHOOL

On January 6, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison county, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2, and in the Senate on March 9, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21, and as the bill carried an "emergency clause," it became a law at once.

On April 5, 1906, the Governor appointed the commissioners to locate the two Normal Schools. Messrs. B. M. Arnett of Nicholasville, John Morris of Covington, George Payne of Paducah, George B. Edwards of Russellville, Basil Richardson of Glasgow, E. H. Mark of Louisville, and M. G. Watson of Louisa, constituted the commission.

On May 1, 1906, the commission visited Richmond to inspect the site offered by that city and on May 7 it met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named: Hon. James H. Fuqua, Sr., State Superintendent of Public Instruction, ex-officio Chairman; Hon. J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon. Fred A. Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2 and elected Ruric Nevel Roark, at the time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. The first act gave to the Eastern School an annual appropriation of $20,000 and $5,000 for equipment. Under the act of 1908 the school secured an additional annual appropriation of $20,000 and a special appropriation of $150,000 for new buildings and equipment. In 1912 an additional annual appropriation of $35,000 was secured. Therefore, the annual maintenance of the school provided by the State was $75,000.

The General Assembly of 1918 passed an act changing the support of the Normal Schools of Kentucky to a millage basis and repealed all annual appropriations under which the institutions had been operating. According to the new act the Eastern Kentucky State Normal School receives five-eighths (5/8) of one cent upon each one hundred dollars ($100.00) of assessed taxable property in the State. This insures more than one hundred thousand dollars annually for its maintenance.

The Legislature of 1920 appropriated one hundred fifty thousand dollars ($150,000.00) for the purpose of erecting dormitories at Eastern. This action was made imperative by the growing attendance and decreased rooming facilities in Richmond.

The Legislature of 1922 passed an enabling act, permitting the State Normal Schools to become teachers' colleges. The official name of this institution, under this act, is Eastern Kentucky State Normal School and Teachers College.

LOCATION OF THE SCHOOL

The home of the Eastern Normal School and Teachers College is a little city of about 6,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the mountain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Central University, the famous Presbyterian institution which was removed to Danville and united with Centre College in 1901. The campus lying between South Lancaster avenue and South Second street is one of the most beautiful in the south. It

has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buildings include:

University Building—A fine old landmark, remodeled and properly equipped for recitation rooms. The Assembly Hall with balcony is on the second floor of this building. Here chapel and assembly exercises are held. This assembly room has recently been remodeled and reseated with handsome opera chairs.

Ruric Nevel Roark Building—This handsome new building is named in honor of the founder and first president. It was erected in 1909, at a cost of $45,000. The laboratories for physics, chemistry, biology and agriculture are located on the first floor. These laboratories are well equipped for special and individual study. The other floors are used for recitation rooms, President's office, Dean's office, and the Business office.

James W. Cammack Building—This magnificent building stands eighty feet south of Ruric Nevel Roark Building, and fronts equally with it on Lancaster avenue. It cost about as much as the Ruric Nevel Roark Building, and is devoted almost entirely to the Model and Practice Schools. For this purpose its rooms are especially constructed so that each critic teacher may be able to supervise practice teaching in her own room and three smaller rooms connected with it.

On the upper floor the Library is temporarily accommodated. This new building greatly facilitates the handling of the expanding work in the professional departments of the institution.

Memorial Hall—This is a good dormitory for men. An annex has just been completed which enables it to accommodate about 100 more students. The new rooms are models with large, roomy closets and hot and cold water in each room. This Hall is in charge of a resident member of the faculty, Prof. C. A. Keith, Dean of Men.

Sullivan Hall—This dormitory for women was built in 1909 at a cost of $45,000. It was named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms, large kitchen and dining halls, all equipped with every modern and sanitary

appliance known. The resident Dean of Women is in charge of the hall, and personally cares for the home life of women students. A competent housekeeper is employed. A substantial annex to this hall accommodates seventy-five young women.

Burnam Hall, just completed, is a beautiful new dormitory for women, which will accommodate about 125 people. It was named by the Regents in honor of the late Judge A. R. Burnam, of Richmond, who did so much in securing the first large appropriation for the school, and who, to the day of his death, was a strong friend of the school. The rooms of the girls are models, with two large, roomy closets, and hot and cold water in each room. It is believed that the plan of the rooms is the last word in dormitory planning. In the front of this building, there is a large lobby, or parlor, probably the most beautiful room on the campus. In the basement, but above the ground, are the kitchen, dining room, and large play room. The completion of this building enables us to accommodate on the campus approximately 350 women.

The Power Plant was erected in 1909 at a cost of $40,000. It contains the lighting and heating apparatus for supplying all the buildings on the campus. The electrical equipment consists of two 50 K. W. 1,100-volt A. C. generators, and the switch board and the necessary instruments for the distribution of the electrical energy.

Heating—The heating plant supplies low pressure steam to all radiators in the different buildings and the years' operation of the plant shows it to be highly efficient and satisfactory. The plant is considered one of the best power plants in the State of Kentucky. The Manual Training Shops are located on the second floor of this building. Individual equipment for shop work is provided.

New machinery has been purchased for the Manual Training Department, and forge and iron repair work will be added in an annex to the building to be built.

New Stateland Hall is a very large and beautiful brick dwelling situated on the farm. It contains nine rooms which have been furnished and equipped with modern conveniences

for the students who are to occupy the rooms in this hall. It is large enough to accommodate approximately thirty young men. The young men who are primarily interested in agriculture are expected to room in this hall.

The Cottages—Four two-story brick cottages are used for dormitory purposes for women students. Seventy-two girls can be comfortably housed in these cottages. Cottage No. 1 is used occasionally for hospital purposes.

The buildings, except the cottages, are heated by steam from a central plant and lighted by electricity from our own power plant. The campus is also brilliantly lighted by electricity. Every floor in each building is supplied with hot and cold water. The bath rooms, lavatories and water closets are of the most modern types.

The President's House is situated on the northwest corner of the campus, facing Lancaster avenue, just north of the Roark Building. It is a large, two-story brick building, containing twelve living rooms and two halls. It was purchased by the Regents in order to complete the symmetry of the campus, and to protect it from possible undersirable buildings in the future, which would mar the beautiful campus. The President is expected to live in this home in order to protect the buildings and grounds, to have continuous oversight of the student-body that lives in the dormitories and uses the campus, and to be accessible to the public at all times.

GYMNASIUM

The gymnasium is a large frame building which has just recently been erected on the campus. It is well equipped with all the working apparatus of the modern gymnasium. It contains the largest basketball floor in the State. The building is, also, used as an auditorium and it will seat approximately twelve hundred people.

NEW LIBRARY BUILDING

A new fire-proof $60,000 library building is now being erected on the campus about one hundred feet east of the University Building on the ground formerly occupied by the tennis courts. This building will be ready for use at the opening of

the second semester and will be set apart for housing our rapidly growing library. This will make available the entire "James W. Cammack Building" (formerly called the Training School Building) for the use of the training school which has been made necessary by the growth of the graduating class.

NEW STATELAND

Eastern owns an excellent farm of 148 acres. This farm was purchased in January, 1923. It bounds the original campus on the east and south. In many respects the acquisition of the farm represents one of the finest assets the school has acquired in the history of the institution. The fact that it is contiguous to the campus makes it possible for the classes in agriculture to use the farm as a laboratory without a loss of time in moving from the class room to the farm. The activities of the farm are those usual in this part of the state except we do not grow hemp and tobacco. There is a small dairy herd composed of thoroughbred and grade Jerseys and Holsteins. The policy of eliminating the Jerseys and substituting Holsteins because of their larger milk production will continue until an adequate herd of Holsteins is acquired. Thoroughbred Duroc hogs are raised and a colony of thoroughbred poultry is being bred.

This farm is owned and operated for the following purposes:

1. To be used for laboratory and demonstration purposes in relation to the Department of Agriculture of the Normal School and Teachers College.

2. To give the students attending the school work to help them pay expenses.

3. To furnish the dormitories with milk, eggs, meat and vegetables in season, thus lowering the cost of living to students in the school.

While New Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses and to pay gradually for needed improvements.

GENERAL INFORMATION

SCHOOL YEAR

The school year will be divided into semesters of eighteen weeks each and a Summer School of twelve weeks. An opportunity will be given to students to enter at the middle of the second semester, March 31. Only a limited number of courses can be offered at this time. Students who enter at the mid-semester may secure credit for a half semester's work. The Summer School of 1924 will be twelve weeks in length. Students may enroll for the entire Summer School, or for either half.

EASTERN ON SEMESTER BASIS

The ten-week term has been abolished in favor of the semester. This is in line with the custom prevailing in most of the Normal Schools and Colleges of the country. The semesters will be eighteen weeks in length. Students are expected to enter at the first of the semester and to remain through the entire semester if they expect to earn credit on their work.

WHEN TO ENTER

Students should enroll on Monday and Tuesday at the opening of the semester. Those applying for entrance after Wednesday, will be charged an additional fee and they will be placed on a reduced schedule of work. No student will be received after the first week of a semester. We will receive students on the following dates:

September 24—Opening First Semester
January 28—Opening Second Semester
March 31—Opening Mid-semester
June 2—Opening Summer School
July 14—Opening Second Term of Summer School

APPOINTMENTS

Students may receive appointments from their County Superintendents. All appointments are made for four years

or until the appointee completes his entire course of study. Appointees are not required to remain in school continuously. They may complete a part of their course, then teach for a while, later, returning to the institution on the same appointment. ALL APPOINTEES RECEIVE FREE TUITION. Appointees must, in order to receive tuition, attend the school in their own district; that is, appointees from any county in the Western District will attend at Bowling Green; appointees from counties in the Eastern District will attend at Richmond. Those who pay tutition may attend either school.

The Eastern District is composed of the following counties: Anderson, Bath, Bell, Boone, Bourbon, Boyd, Boyle, Bracken, Breathitt, Campbell, Carrol, Carter, Clark, Clay, Clinton, Elliott, Estill, Fayette, Fleming, Floyd, Franklin, Gallatin, Garrard, Grant, Greenup, Harlan, Harrison, Henry, Jackson, Jessamine, Johnson, Kenton, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, McCreary, Madison, Magoffin, Martin, Mason, Menifee, Mercer, Montgomery, Morgan, Nicholas, Oldham, Owen, Owsley, Pendleton, Perry, Pike, Powell, Pulaski, Robertson, Rockcastle, Rowan, Scott, Shelby, Trimble, Wayne, Whitley, Wolfe, Woodford.

EXPLANATION OF CREDITS

All work in the Normal School Course for the Elementary and Intermediate Certificates is estimated in Carnegie high school units. A subject pursued for one semester, reciting five times a week, gives the student a credit of one-half of a unit.

All work in the Teachers College is measured in semester hours. Each course is of college rank and the semester hour value is stated in connection with the details of the course of study to be found in the catalog. College subjects have different values determined by the number of hours of recitations per week.

BRING YOUR CREDITS

If you have completed work in an accredited high school or other approved institution, bring with you or have your principal send before you enter a complete statement of your

work. These credentials will be of great value to you if you are enrolling as a new student.

CERTIFICATION AND GRADUATION

Certification and graduation are recommended by the faculty, on the basis of scholarship, skill in teaching, initiative, personality, habits and character; no one will be considered by the faculty for certification or graduation unless he has been first recommended by the Committee on Certification and Graduation. Certificates are issued by the Board of Regents on the recommendation of the faculty of the institution.

THE STUDENT'S LOAD

Under the rules of the faculty, no student in the Teachers College shall take more than sixteen semester hours of college work. In special cases, however, a student may be permitted to take eighteen semester hours of college work.

Students in the Normal School, pursuing work of secondary level, will be permitted to carry two and one-half units of work during a semester.

STANDARD OF WORK

If a student fails to do satisfactory work, he will be warned and conditioned at the middle of any semester. If his work continues to be unsatisfactory, he will be dropped at the end of the semester.

SYSTEM OF GRADING

All grades are reported in letters on a five-point scale: highest, A; next highest, B; middle group, C; next lowest group, D and Z; lowest group, F. The following is the interpretation placed upon the grading:

A—Excellent
B—Good
C—Average
D—Poor
Z—Conditioned
F—Failure

Not more than four grades of D will be counted in credit toward any one certificate.

ALUMNI ASSOCIATION

The purpose of this organization is to promote fellowship among the ever-increasing number of graduates and to stimulate a mutual interest between the institution and her former students. Now that the school has been given the right to become a teachers' college, the association expects to see many of its members returning to the campus.

Both graduates and former students are included in the membership of the association, and there are no fees. All who wish to get in touch with the organization, write Miss Maude Harmon, Secretary. Richmond. Kentucky.

SCHOOL ORGANIZATION

Discipline—Eastern is responsible to the state for the character and scholarship of its graduates—those who are to teach in the public schools. The institution will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, or if they are found unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary here. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls here with the assurance that their safety, their general culture and their education will be carefully guarded.

The School Day—Work begins in the class rooms at 7:30 a. m., and some classes are to be found in operation at each hour until 5:00 p. m. Physical education and athletics occupy the latter hours of the day. All class periods are fifty minutes in length with ten-minute intermissions between classes.

The School Holidays—Eastern observes all the regular legal holidays that occur during the year's work. About ten days are given over to the holiday season at Christmas and New Year.

Christian Associations—The institution is not denominational in any sense. Its positive influence, however, is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday Schools in the city. The Young Men's Christian Association and the Young Women's Christian Association have a large membership. The associations meet every Sunday afternoon in a devotional meeting. These associations are doing a great work in the school and new students should join them and become active workers. Vespers will be conducted on the campus each Sunday afternoon during the Summer School for the entire summer.

Lecture Course and Entertainments—Eastern maintains

a high grade lecture course for the benefit of the students. Each student is able to attend the course without expense.

Societies—There are two splendid literary societies at Eastern. One is maintained for the students of the Normal School and the other for those who are in the Teachers College. The Normal School society has been named in honor of the first President of Eastern. It is known as "Ruric Nevel Roark Society." It is one of largest and most helpful organizations on the campus. Every ambitious Normal School student is urged to become an active member of this society.

The Teachers College society is named for the great champion of common schools in America. It is known as the "Horace Mann Society." Students who are doing college work are expected to identify themselves with this splendid organization.

Membership in both of these societies is voluntary, but the most efficient and most capable students are always found identified with one of these organizations. The societies are self-governing and they meet regularly on Thursday evenings.

Model and Practice School—Eastern maintains throughout the entire school year a model and practice school for demonstration and cadet-teaching purposes. The school consists of eight grades. All the grades are used for demonstration and cadet-teaching.

RURAL PRACTICE SCHOOLS

Eastern is cooperating with the County Superintendent and the County Board of Education in making an ideal two-teacher country school at Kavanaugh about two miles east of Richmond and a two-teacher country school at Green's Chapel about two miles south of Richmond. Eastern recommends and the County Board elects graduates of the institution to teach these schools. Normal School students are transported to and from these schools in an automobile and here they observe good teaching and do their practice teaching.

STUDENT PUBLICATIONS

"The Milestone," established 1922, is an annual published

each year by representatives of the senior class. This publication contains photographic and statistical records of all organizations and events in the past college year. The staff consists of an editor-in-chief, associate editor, art, literary, photographic, advertising, society and joke editors and a business manager. Elections to the editorial department are part competitive and part elective by the class.

Another very important publication, established in 1922, is "**The Eastern Progress,**" the newspaper of the Normal. Work on this paper calls for "covering" lectures, meetings, athletic games and events not in regular routine, or "hunches." Members of the faculty make frequent contributions on their various fields of study. This publication not only contains news of interest to the students, but articles that will interest alumni and teachers throughout eastern Kentucky.

There are enough extra curricula activities at Eastern to suit everybody's taste, so when you come to Eastern, go out for some one of them the minute you enter.

These publications offer widespread opportunities for the energies and talents of men and women who do not possess athletic ability. You will find that your work on these publications will give you an unrivalled opportunity to become acquainted with your surroundings and your college mates. Many have said that their chief benefit from a college education has come from just such self-directed activities.

Eastern Kentucky Review—This publication is the official bi-monthly review published by the Normal. It is edited by the Faculty. If you are interested write for it—free.

Athletics—It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

The various teams are under supervision, and all students of good class standing, who are physically qualified, may compete for a place on the teams.

The football season extends from the beginning of the fall term up to about Thanksgiving; the basketball season lasts from Thanksgiving on through to baseball weather; the baseball season continues from first suitable weather to the end of

the second semester; the last term in the year is the term of lawn tennis and track athletics.

THE LITTLE THEATRE

One of the greatest movements introduced into America originated in Paris in about the year 1898.

Its far-sighted creators understood that in each individual there is a desire to give expression to his emotions in a greater or less degree. To curb and direct these emotions in the right channels would be a step towards advancement towards the cultural side of life, thereby increasing a keener appreciation and a more tasteful enjoyment of dramatic literature.

With such purpose the Little Theatre was brought into existence. It was received with hearty welcome in America, and today there are over two hundred and fifty little theatres in the United States.

This Little Theatre movement, which has created such widespread interest throughout the country during the past few years and especially in Kentucky during the last year, has invaded the campus at Eastern, and has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived only when special activities are entered into. These activities may be of a mental or physical nature or they may be a combination of both.

There is an opportunity as a player in the Little Theatre to develop any talent that the member may possess either as an actor, a customer, a creator of stage settings and lighting effects, or in producing anything of an original nature. It is not organized for any commercial purpose although it is glad of the opportunity to assist any other organization.

The candidates for this club, before being eligible for membership, must present evidence of their ability in the form of a "try-out" before the players. Immediately following a meeting of this kind the candidates are dismissed, and the club members proceed with the regular business, voting by secret ballot. Those receiving five-sixths of the votes of the

members present are declared duly elected members of the club.

There is a splendid opportunity for those who do not make the club to attend the rehearsals and observe the coaching of the plays, thus enabling the observer to present better entertainments and plays in the schools of the State.

With such an excellent organization on the campus it is clear that this club is one of the greatest factors for good not only at the Eastern Kentucky State Normal School and Teachers College but for the entire State.

MEDALS

Eastern is encouraging oratorical and debating contests. Medals will be given this year to the winner of the Boys' Oratorical contest, of the Girls' Reading contests and of the Boys' Declamatory contest. Medals will also be given for the best essay and the best debator in the Annual Debate. A loving cup will be given to the winning team in the annual debate.

THE SUMMER SCHOOL OF 1924

The Summer School of 1924 will open June 2. The term will be twelve weeks in length. Courses will be arranged so that students may take the entire work of the term, or they may drop out at the end of six weeks and receive half credit for their work. An opportunity will, also, be given for the students to enter at the middle of the Summer Term, July 14, and they may secure credit for a half term's work. The regular faculty will be in charge. A number of specialists will be employed to supplement the work of the regular faculty. Twelve hours of credit may be secured by those taking work in the Teachers Colloge. Two units of credit will be given to students who are pursuing secondary work.

The Summer School is organized especially to fit the needs of graded and city school teachers. This is the only opportunity which these teachers have to secure additional professional training and Eastern will, therefore, offer such courses as may be highly beneficial to these teachers.

EXPENSES AT EASTERN—Boarding and Rooms

Memorial Hall and the large brick dwelling on New Stateland Farm adjoining the Campus are the men's dormitories. These two dormitories will accommodate 200 men. Memorial Hall was recently overhauled and renovated. It is in excellent condition. This hall is completely furnished, lighted by electricity, heated by steam, equipped with baths and showers, and is comfortable and convenient at all seasons of the year.

Rooms in the dormitory on New Stateland Farm are completely equipped with new furniture and are equally as desirable as those in Memorial Hall. These rooms range from one dollar to one dollar and seventy-five cents per week for each student.

Sullivan Hall, Burnam Hall and the Cottages are the women's dormitories. These dormitories will accommodate 350 women students. These rooms range from one dollar and a quarter to one dollar and seventy-five cents in price, except cottages are one dollar.

Rooms in Sullivan Hall and Burnam Hall are completely furnished, steam heated and lighted by electricity. Rooms in the cottages are equipped similar to those in the halls but are not steam heated.

Young women are expected to room on the campus when attendance does not exceed the capacity of the dormitories, unless for special reasons they are granted permission by the Dean of Women to room elsewhere.

When the attendance is greater than the capacity of the dormitories, students holding county appointments shall have preference for rooms on the campus.

Pupils under sixteen years of age will not be received in the dormitories or dining rooms on the campus.

Subject to the above exceptions, students in residence have precedence in selection of rooms.

ARTICLES TO BE FURNISHED BY STUDENTS

Whether rooming on the campus or in private homes, students are required to take care of their rooms and to furnish two pairs of pillow cases, three sheets, spreads and comforters

or blankets, towels, soap, runners for tables and dresser, and table napkins and napkin rings.

A deposit of three dollars will be required of each occupant of any room on the campus to guarantee the proper care of room and furnishings in buildings used for dormitory purposes. Upon proper endorsement at the termination of student's stay in school, the whole or such part as may be due after deduction for damage is made, will be returned to student.

Room rent and deposit are payable in advance.

HOW TO APPLY FOR A ROOM RESERVATION

Students wishing to engage rooms either on the campus or in town, should write the President for application blanks which should be filled out promptly and returned to the President. These applications are filed in the order of their dates and, in that order, assignments are issued.

Applications for either semester will be received any time after the first of May of the preceding year, but only for the first semester can reservations be issued promptly. In September, the dormitories are filled with students; applicants for rooms at later dates can be placed only as vacancies occur; seldom are releases received until near the close of the semester.

When an assignment to a room on the campus has been received, a reservation fee of two dollars should be sent to the Business Office (address T. J. Coates, President) within ten days from date, or else the assignment becomes void. This fee will be applied as a part of room rent at the opening of the semester for which reservation is given, if receipt for this two dollar fee is presented to the Business Office at the time of paying the remainder of the room rent.

The holder of a reservation may receive the refund of fee by request in writing not later than ten days before the opening of the semester for which reservation is given.

Room reservation is void if not claimed by Monday night of the opening of the semester and the fee is forfeited. Room reservations are not transferable. Individuals who cannot take up their assignments must surrender them to the school.

An application for a room transferred to a later semester,

is entered under the date of the transfer, not under the original date of the application.

The school maintains a list of private homes which agree to take student roomers under conditions and rates accepted by the landladies and by the school.

Students should not engage rooms or board before ascertaining from the school that the landlady's name is on the approved list. The fact that students have roomed or boarded at a home during some previous year is not necessarily a guarantee that the home is at present on the approved list. Students desiring to room with relatives or friends should notify the Dean of Women, or the Dean of Men, as the case may be, of such intentions as early as possible before coming, to secure the school's approval if it can be given.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are alike subject to the regulations, control and supervision of the school.

To enjoy student life to the fullest extent, one must become a member of the big dormitory family. Write for your room reservation now. Those who apply early will get better accommodations.

BOARD

Men and women students in rooming houses off the campus may board at the school dining rooms. **Board is payable in advance.** None pay by meal except out-of-town guests and students waiting opportunity to enroll. Board is $3.50 per week.

Room rent and board will not be refunded except in the case of real sickness. No deductions can be made in table board for a few days' absence at the beginning or the end of the semester when board is paid for less than half semester in advance the rate is $4.00 per week.

Incidental Fees—Each student pays an incidental fee of $4.00 per semester when he enrolls. This is not a matriculation or enrollment fee, but it is to cover library, gymnasium and athletic fees, lecture courses and contingent expenses. The

incidental fee is paid by all students and is not refunded. After the opening day, late comers must pay $1.00 extra fee. It pays to be on time.

Special Fees—Those who take special subjects pay for materials only, as follows:.

Domestic Science, per semester	$ 4.00
Chemistry, per semester	5.00
Biology, per semester	2.00
Manual Training, per semester	4.00
Photography, per semester	1.00
Handwork, per semester	5.00
Music Lessions per semester (two lessons per week)	24.00
Music Lessons, per semester (one lesson per week)	15.00
Piano Practice, per semester (one hour per day)	5.00
Violin Practice, per semester (one hour per day)	4.50

Tuition Fees—Appointees will receive free instruction for the time necessary to complete the course in which they matriculate. Non-appointees from Kentucky and other states will pay the following fees in advance.

For any one semester except the Summer School	$18.00
For the Summer School	12.00

County Superintendents-elect, or already in office, will be charged no tuition.

Necessary Expenses for One Semester

Board	$63.00
Room Rent	$18.00, $22.50, $27.00, 31.50
Incidential Fee	4.00
Total	$85.00 to $98.50

NOTE:—Each room on the campus has a certain number of students assigned to it. When the students regularly assigned to a room request that an additional student occupy the room with them, a reduction of $4.50 (25 cents a week) will be made to each student in the room.

DEPARTMENT OF EXTENSION

For some years—in fact, since the school was founded—Eastern has been carrying on extra mural activities, such as commencement addresses, lecturing before institutes, and other occasional lectures and demonstrations. This work has now been increased through correspondence, lecture courses and study center classes and through the service offered by the "School Service, Research and Information Bureau." Correspondence courses were first offered by the Eastern State Normal late in the year 1919. The popularity of these courses was at once evident and the amount of work done in this way has been steadily growing.

PURPOSE

The purpose of the Department of Extension of Eastern is to make the resources of the institution available in as many ways as possible to as many people as possible. People who are unable to avail themselves of the advantages offered in resident study have a just claim upon the state for some sort of educational opportunities. Also, people who can spend only a limited time in resident study are enabled to supplement this with additional instruction such as the Normal School was created to give.

Just now, Kentucky faces an educational crisis. Far-reaching reforms were made by the Legislature of 1920. If those reforms are faithfully carried out. Kentucky's schools will make more progress in the next ten years than they have made in the past century. To meet the provisions of this new legislation, several thousand teachers who do not now possess it, must be given high school training. It is impossible for the majority of them to spend more than an occasional short term doing resident work. Many will be able to do no resident work at all. If they were able to come, the State institutions could not accommodate them. Correspondence work will help solve the problem.

FOR WHOM INTENDED

Extension work as offered by the Eastern Kentucky State Normal School and Teachers College is intended for four classes of people: (1) Students who have attended the school and who expect to return to secure a certificate or to graduate; (2) teachers who expect to attend the institution but who want to work off a few credits before entering while teaching; (3) teachers who wish to qualify to meet the high school requirements of the new school law; (4) teachers who must continue teaching the whole year and who want to improve their scholarship.

CHARACTER OF THE COURSES

The correspondence courses are the same as those given in the class rooms of the institution.

ADVANTAGES

Experience and the example of the great commercial schools have demonstrated the fact that subjects can be taught successfully by correspondence. While some of the special advantages of residence study are lacking, this method has some compensating advantages of its own. In correspondence instruction, self-reliance, industry, initative, perseverance, and kindred qualities are peculiarly encouraged and developed. The teaching is personal and individual. Each student studies and recites the whole lesson and every part of the lesson, and stands in relation to the teacher as an individual and not as a member of a large class. The advantages of this method for thoroughness and for minute inspection of all of a student's work are obvious.

The fees for correspondence study are merely nominal. The cost shows that it is the most economical means of obtaining an education. The correspondence student is usually engaged in some gainful occupation. He is not at the expense of attending school away from home or distant from his work. He turns his leisure time, which he otherwise often wastes, into a very profitable investment.

PROCEDURE IN SELECTING A CORRESPONDENCE COURSE

If you wish to take a correspondence course, examine the

courses described in this catalog. If you find a course that suits you, write to the Registrar (J. R. Robinson) for enrollment application blank which you will fill out and return to him enclosing remittance for enrollment and instruction fees. (See under "Fees" below.) On receiving your enrollment application blank, properly filled out, the Registrar will notify the Dean of your application; and, if in the Dean's judgment, you are prepared for the course, he will enroll you for that course. If you are not accepted, your money will be promptly returned to you.

REGULATIONS

Admission—Students will be admitted to correspondence courses under the same conditions that govern admission to resident classes. Completion of the eighth grade is required for enrollment in a high school course; completion of a four-year high school course is required for admission to a college course. Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution."

For admission to college courses, evidence of completion of a four-year high school course must be submitted.

All communications in regard to credits or admission should be addressed to J. R. Robinson, Registrar.

Beginning—Students may begin correspondence work at any time during the year. We will not guarantee, however, that there will not be some interruption of the work during the four weeks' summer vacation.

Fees—An enrollment fee of $3.00 is charged, which is paid but once, **no matter how many courses are taken or how long a time has elapsed between courses.** There is also an instruction fee of $10.50 for each one-half unit taken, or $3.50 for each college hour. No credit can be given for any work taken in the Extension Department without the payment of

fees. No fees are refunded except in cases where the student is found unprepared to take the course, or the school is unable to offer it. To avoid loss of time the necessary fees should accompany the enrollment application.

TIME FOR COMPLETION OF COURSES

Courses must be completed in a reasonable length of time. Students are expected to take, at least, one lesson each week, completing the course in twenty weeks. Allowance is, of course, made for sickness or for unusual home conditions. A student who, for any reason, does not report either by letter or lesson within a period of thirty days may forfeit his right to further instruction. A course may be completed as rapidly as the student has time to do the work. However, the instructor in the course concerned may refuse to accept reports which indicate that the student is attempting to compress his work unduly.

LIMITATIONS

1. Not more than two subjects may be taken at one time if credit is desired toward one of our certificates. Students not working for a certificate and merely wishing to improve their scholarship or to get high school credits toward meeting the new requirements for teachers may take as many as four subjects at one time if there are no other duties to interfere with the work. Students are advised not to take more than two subjects at one time.

2. Not more than one-third of the work in any one department in any certificate course may be taken by correspondence by those who are working for the certificate.

3. Correspondence courses may not be taken by resident students except in unusual instances and then only by special permission. When those who have been taking correspondence work enter the institution to do work in residence before the completion of their courses, they are expected to drop all such correspondence courses during the period of resident study. Upon leaving school students may resume correspondence work where it was left off. Only by obtaining the written permission of all his instructors may a student complete his correspondence course while in residence.

CREDIT

The same credit is given for work done by correspondence as for work done in residence.

EXAMINATIONS

When a student has completed all the assignments of a course in a satisfactory manner an examination will be arranged to meet, as far as possible, the convenience of the student. Where it is inconvenient for the applicant to report at the Normal School, arrangements will be made to have the examination in the student's own county under the supervision of some school officer. The examination questions will be made out by the instructor at Eastern, who has had charge of the course, and they will then be forwarded to the school officer who is to conduct the examination. After the examination is held, the applicant's papers will be sent to us for final grading. If the local school officer charges a fee for his services, this must be paid by the student.

TEXT BOOKS

The text books used are, in most cases, the same as those used in residence. However, it is sometimes necessary to use some one supplementary book in correspondence that is not used in residence because the resident student has access to the library for reference work. The books may be ordered from the publishers or the institution will furnish them to correspondence students whenever desired in the same manner as to students in residence, i. e., they will be sold to the student and bought back after the completion of the course at a slight discount to cover wear and tear.

COURSES OFFERED BY CORRESPONDENCE

(For description of any course, look it up under its proper department in this catalog, e. g., for English 2, see under the Department of English, page 69.)

High School Courses

First Year

English 1 (Grammar 1) ..... ½ unit
English 2 (Composition 1) ..... ½ unit
History 1 (Civics 1) ..... ½ unit

History 2a (American History) ..... ½ unit
History 2b (American History) ..... ½ unit
Mathematics 1 (Arithmetic 1) ..... ½ unit
Penmanship 1 ..... ¼ unit
Physical Education 1 ..... ½ unit

Second Year

Agriculture 1 ..... ½ unit
Education 3 (Rural Sociology) ..... ½ unit
English 3 (American Literature) ..... ½ unit
History 3 (Ancient History) ..... ½ unit
Mathematics 2 (Algebra 1) ..... ½ unit
Mathematics 3 (Algebra 2) ..... ½ unit
Science 2 (Geography 2) ..... ½ unit

Third Year

Education 4 (School Management 1 and 2) ..... ½ unit
English 4a (English Literature) ..... ½ unit
English 4b (English Literature) ..... ½ unit
History 4 (Medieval and Modern) ..... ½ unit

College Courses

Agriculture 103 (Farm Crops) ..... 3 hours
Education 101 (Psychology) ..... 2 hours
Education 109 (School and Class Management) ..... 2 hours
Education 110 (History of Education) ..... 2 hours
Education 114 (Child Psychology) ..... 2 hours
English 101 (Composition) ..... 3 hours
English 103 (English and American Classics) ..... 3 hours
English 102 (Literature for Children) ..... 2 hours
English 104 (Grammar) ..... 2 hours
History 102 (American History) ..... 3 hours
History 103 (Medieval and Modern History) ..... 3 hours
Mathematics 107 (College Algebra) ..... 2 hours
Physical Education 101 ..... 3 hours
Manual Training 102 ..... 2 hours
Manual Training 103 ..... 2 hours
Science 108 (Nature Study) ..... 3 hours

EXTENSION CLASSES

In addition to the courses offered by correspondence, Eastern offers to teachers in service the opportunity of taking work for credit in extension classes. A group of teachers take up some subject offered at Eastern. They meet for study and recitation a certain number of times and then take an examination on the subject. If they successfully complete the work,

covering the same ground and doing the work as thoroughly as if it were done in the institution, they will receive credit on the course. Not more than two such courses may be carried during any one year.

Extension classes will be formed wherever ten teachers or more decide that they care to pursue the same courses.

A number of such classes were conducted last year and the work was very successfully completed. This reduces the amount of time required for the completion of the work at Eastern. We trust that many such extension classes may be organized this year in various parts of the State.

The teachers in these study centers are, in every case, specialists in the courses they offer. In some cases, they will be sent out by the school from the regular faculty; in others the instructor may be a local teacher who has completed his college work.

GENERAL REGULATIONS GOVERNING EXTENSION CLASSES CARRIED ON UNDER DIRECTION OF THE EXTENSION DEPARTMENT OF THE EASTERN NORMAL SCHOOL AND TEACHERS COLLEGE AND SUGGESTIONS REGARDING THEIR ORGANIZATION AND CONDUCT

General Scheme for Organization and Conduct of Classes

1. Teachers in charge of Extension Classes must be approved by the President of Eastern Normal School and Teachers College, on recommendation of the Director of Extension.
2. Science classes will be permitted only where adequate laboratory facilities are available.
3. Courses offered shall conform to those offered by Eastern, and Credit granted for work done in Extension Classes shall be the same as that given for similar work done within the parent institution. College classes shall meet for recitation for the same number of hours as if they were carrying the course in the institution.
4. Standards of scholarship must be maintained in all Extension Classes, and in order to insure this the following will be required:
   a. Attendance for full time upon each class or laboratory period. In case a student is unavoidably absent from a recitation the instructor shall require that such time be made up in full, and work completed to his satisfaction; the time lost from tardiness shall be made up in the same manner. The instructor may require compensation for time spent with pupils in mak-

ing up lost time. The attendance of each student shall be kept on an enrollment card and this card shall be sent to the institution upon the completion of the course.

b. The text used must be mastered to the full satisfaction of the instructor, all collateral reading assignments must be completed, and all note books and written work receive the instructor's approval.

c. All students wishing to receive credit for work done must pass a written examination upon the subject matter covered. A copy of the questions used in final examinations, and the papers submitted, must be sent in to the Extension Department with the final report of the class. All members shall enroll for credit, except as otherwise admitted by special permission of the Director of Extension.

d. All work done in Extension Classes shall be subject to the inspection and supervision of the Extension Department, and the privileges extended to the class may be withdrawn at any time if the required standards of scholarship are not rigidly maintained.

5. Persons engaged in full-time teaching will not be permitted to take more than one extension class at a time. Teachers who wish to continue Extension Class work after the expiration of their school term may take two classes. Persons who have never taught but who wish to enter the profession may be enrolled in Extension Classes upon recommendation of the teacher in charge and the approval of the county or city superintendent concerned.

6. When library facilities are not adequate to meet the needs of the class, each member may be required to purchase one book in addition to the text used for general class reference.

7 A registration fee of $3.00 will be charged every student upon enrollment, unless such student has been enrolled in Extension or Correspondence classes at some former time. This fee goes to the Eastern Normal School. In addition such amount as will meet all local expenses shall be collected from members of the class, or otherwise provided. The amount paid the instructor, however, shall not exceed $5.00 per recitation period and necessary expenses incurred in meeting the class.

8. Ten pupils will constitute the minimum Extension Class, except by special arrangement.

COURSES OF STUDY

Normal School Course

Admission to the Normal Course

The following rule was adopted by the Executive Council, charged with the responsibility of making the course of study for the Normal Schools:

"No student will be eligible to enter either institution who has not completed the eighth grade.

"Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution to which the person applies for admission.

Three-year Elementary Teacher Training Course for graduates of the eighth grade of the Common Schools leading to the Elementary and Intermediate Certificates.

FIRST SEMESTER	Units
*Mathematics 1, Arithmetic	½
English 1, Grammar	½
*Science 1, Geography 1	½
History 2a, Amer. History	½
*Physical Education 2	¼
*Penmanship	¼

SECOND SEMESTER	Units
Education 2, Psychology	½
*English 2, Composition	½
Science 2, Geography 2	½
*History 2b, Am. History	½
*Music 1	¼
*Drawing	¼

THIRD SEMESTER	Units
*Education 1, Method	½
*Expression 1, Reading	½
*Agriculture 1	½
History 1, Civics	½
*Physical Ed. 1, Hygiene	½
Mathematics 2, Algebra 1	½

FOURTH SEMESTER	Units
Education 3, Rural Soc.	½
English 3, Am. Lit.	½
Agriculture 2	½
History 3, Ancient His.	½
Handwork	¼
Mathematics 3, Algebra 2	½

FIFTH SEMESTER	Units
Education 4, Sch. Mgt.	½
English 4a, Eng. Lit.	½
Industrial Arts, M. T. & H. E.	½
History 4, Med. & Mod.	½
Mathematics 4, Geometry 1	½

SIXTH SEMESTER	Units
Education 5, Obs. & Part.	½
English 4b, Eng. Lit.	½
Science 3, Biology	½
History 5, Am. Gov.	½
English 5, Word Study	½
Mathematics 5, Geom. 2	½

On the completion of the first eight units of work, the student is eligible for the Elementary Certificate, on condition that he has been in resident study for a minimum of thirty-six weeks and has taken in residence the subjects marked with a star.

On the completion of the full sixteen units of work, the student is eligible for the Intermediate Certificate on condition he has been in resident study for a minimum of thirty-six weeks and has taken in residence the subjects marked with a star.

Students who have completed the eighth grade only will be required to take the course as outlined. Students who have done a part of their high school work in accredited schools will be given full credit on the work completed in other schools; they will be required to complete in the Normal the work on which they lack credit. Graduates of accredited high schools will not be expected to take any of the above courses.

Three units of electives are permitted in the departments of Latin, Agriculture, Home Economics, Manual Training, Education, History, Science, Mathematics and English.

ADMISSION TO TEACHERS COLLEGE COURSES

Students will be admitted to the Teachers College Courses as their previous training warrants. Applicants for admission to the Teachers College Courses must offer credit for fifteen units of high school or other secondary school work so chosen as to include the five basic units prescribed by all colleges. Only students who hold certificates of graduation from accredited high schools will be admitted without examination. A student may be admitted conditionally who presents fourteen units of high school credit, but he will be required to make up the additional units during the first year of his attendance.

Applicants who desire to enter the Teachers College Course must have their credits certified by the superintendent or principal of the school in which they were secured. Blank forms for such certificates will be furnished by the Registrar upon application. These certificates should be properly made out and mailed direct to the institution by the school certifying to them. This statement then becomes the property of the institution.

Examinations for students who are graduates of non-accredited high schools will be held during the first week of each semester. Such students should have official statements of their high school credits sent in by their high school principal. After the entrance examinations have been passed, credit will be given for the work certified to in the statement.

ENTRANCE SUBJECTS

The units offered for admission to the Teachers College Course must be taken from the list as given below. The number indicates the units that may be offered in each subject:

English	3	to 4	Latin	1	to 4
Algebra	1	to 2	Civil Government		½
Plane Geometry		1	Botany	½	to 1
History	½	to 3½	Chemistry	½	to 1
Solid Geometry		½	Physics	½	to 1
Trigonometry		½	Physical Education	½	to 1
Physical Geography	½	to 1	Commercial Geography	½	to 1
Zoology	½	to 1	Arithmetic	½	to 1
Psychology or Pedagogy	½	to 1	Bookkeeping	½	to 1
Political Economy		½	Manual Training	½	to 1
Agriculture—General	½	to 3	Drawing		½
Domestic Science	½	to 3	Physiology	½	to 1
French	1	to 3	General Science	½	to 1
German	1	to 3	Stenography	½	to 1
Spanish	1	to 3	Mechanical Drawing	½	to 1
Greek	1	to 3			

BASIC UNITS REQUIRED

The following subjects are required for entrance to the Teachers College Courses:

English	3	Plane Geometry	1
Algebra	1		

The ten elective units must be chosen from the above list.

ADVANCED STANDING

Students who can present equivalents of any part of the college work may secure advanced standing and thereby reduce the number of hours required for graduation. They may secure this advanced standing by transfer of credits from a standard normal school, junior college, college, or university. An official statement must be submitted to the Registrar, certifying in detail the work for which credit is desired.

A TWO-YEAR ELEMENTARY TEACHER-TRAINING COURSE FOR HIGH SCHOOL GRADUATES

Leading to the Advanced Certificate

In this field, the student will be expected to elect the course he desires to enter. Preparation for teaching is preparation for a specific type of service. Eastern offers four specific courses. The student is expected to determine for what kind of position he desires to prepare. He then elects the courses designed to prepare him for that type of service. The following courses will be offered:

1. **Course for the preparation of primary teachers, grades 1 to 4 inclusive.**
2. **Course for the preparation of upper grade teachers or junior high school teachers, grades 5 to 9 inclusive.**
3. **Course for the preparation of principals.**
4. **Course for the preparation of special teachers and supervisors.**

Much of the work will be the same regardless of which course the student elects, but at certain points the work will be differentiated.

TEACHERS COLLEGE COURSES

Course for the Preparation of Primary Teachers

Grades 1 to 4 Inclusive

FIRST YEAR

First Semester

Education 101, 102 and 103:		
1. Psychology	2 hrs.	4 hrs.
2. Introduction to Teaching—Primary Grades	1 hr.	
3. Technique of Teaching—Primary Grades	1 hr.	
English 104 and 111:		
1. Grammar	2 hrs.	3 hrs.
2. Library Methods	1 hr.	
History 101:		
1. American History		3 hrs.
Science 108:		
1. Nat. Study		3 hrs.
Mathematics 102:		
1. Arithmetic 2		3 hrs.
Music (drill)		¼ unit

Second Semester

Education 104 and 105:		
1. Project Method	2 hrs.	4 hrs.
2. Observation and Participation—Primary Grades	2 hrs.	
English 101:		
1. Composition		3 hrs.
Expression 101:		
1. Reading		2 hrs.
Physical Education 101:		
1. Health, Hygiene and Sanitation		3 hrs.
Science 110:		
2. Geography		3 hrs.
Handwork		2 hrs.
Penmanship (drill)		¼ unit

SECOND YEAR

First Semester

Education 106, 107 and 114:		
1. Psychology of the Elementary School Subjects	2 hrs.	6 hrs.
2. Tests and Measurements	2 hrs.	
3. Child Psychology	2 hrs.	

English 103:
1. English and American Classics ..... 3 hrs.

History 103:
1. Medieval and Modern History ..... 3 hrs.

Electives ..... 4 hrs.

Drawing (drill) ..... ¼ unit

Second Semester

Education 108 and 109:
1. Practice Teaching—Primary Grades ..... 5 hrs.
2. School and Class Management ..... 2 hrs.
} 7 hrs.

English 102:
1. Literature for Children ..... 2 hrs.

Science 109:
1. Biology ..... 3 hrs.

Electives ..... 4 hrs.

Physical Education (drill) ..... ¼ unit

TEACHERS COLLEGE COURSES

Course for the Preparation of Upper Grade Teachers or Junior High School Teachers

Grades 5 to 9 Inclusive

FIRST YEAR

First Semester

Education 101, 102 and 103:
1. Psychology ..... 2 hrs.
2. Introduction to Teaching—Upper Grades ..... 1 hr.
3. Technique of Teaching—Upper Grades ..... 1 hr.
} 4 hrs.

English 104 and 111:
1. Grammar ..... 2 hrs.
2. Library Methods ..... 1 hr.
} 3 hrs.

History 102:
1. American History ..... 3 hrs.

Agriculture 101 or 103:
1. Animal Husbandry or Farm Crops ..... 2 or 3 hrs.

Mathematics 101:
1. Arithmetic 1 ..... 3 hrs.

Music (drill) ..... ¼ unit

Second Semester

Education 104 and 105:

1. Project Method	2 hrs.	4 hrs.
2. Observation and Participation—Upper Grades	2 hrs.	

English 101:

1. Composition	3 hrs.

Expression 101:

1. Reading	2 hrs.

Physical Education 101:

1. Health, Hygiene and Sanitation	3 hrs.

Science 110:

1. Geography	3 hrs.
Electives	2 hrs.
Penmanship (drill)	¼ unit

SECOND YEAR

First Semester

Education 106 and 107:

1. Psychology of the Elementary School Subjects	2 hrs.	4 hrs.
2. Tests and Measurements	2 hrs.	

English 103:

1. English and American Classics	3 hrs.

History 103:

1. Medieval and Modern History	3 hrs.

Mathematics 103 or 107:

1. Trigonometry or Algebra	3 hrs.
Electives	4 hrs.
Drawing (drill)	¼ unit

Second Semester

Education 108 and 109:

1. Practice Teaching—Upper Grades	5 hrs.	7 hrs.
2. School and Class Management	2 hrs.	

English 102:

1. Literature for Children	2 hrs.

Science 109:

1. Biology	2 hrs.
Electives	4 hrs.
Physical Education (drill)	¼ unit

COURSE FOR THE PREPARATION OF PRINCIPALS.

FIRST YEAR

First Semester

Education 101, 102 and 103:

1. Psychology	2 hrs.	4 hrs.
2. Introduction to Teaching (Rural School)	1 hr.	
3. Technique of Teaching (Rural School)	1 hr.	

English 104 and 111:

1. Grammar	2 hrs.	3 hrs.
2. Library Method	1 hr.	

History 102:

1. American History	3 hrs.

Agriculture 101 or 103:

1. Animal Husbandry or Farm Crops	2 or 3 hrs.

Mathematics 101:

1. Arithmetic 1	3 hrs.

Music (drill) ¼ unit

Second Semester

Education 104 and 105:

1. Project Method	2 hrs.	4 hrs.
2. Observation and Participation (Rural School)	2 hrs.	

English 101:

1. Composition	3 hrs.

Expression 101:

1. Reading	2 hrs.

Physical Education 101:

1. Health, Hygiene and Sanitation	3 hrs.

Science 110:

1. Geography	3 hrs.

Handwork 2 hrs.

SECOND YEAR

First Semester

Education 106, 107 and 112:

1. Psychology of the Elementary School Subjects	2 hrs.	7 hrs.
2. Tests and Measurements	2 hrs.	
3. Rural School Supervision	3 hrs.	

English 103:

1. English and American Classics	3 hrs.

History 103:
1. Medieval and Modern History ..... 3 hrs.
Mathematics 103:
1. Trigonometry ..... 3 hrs.
Drawing (drill) ..... ¼ unit

Second Semester

Education 108 and 109:
1. Psychology of the Elementary School Subjects.... 2 hrs. } 7 hrs.
2. School and Class Management..... 2 hrs. }
English 102:
1. Literature for Children ..... 2 hrs.
Science 109:
1. Biology ..... 3 hrs.
Elective (must be Science) ..... 4 hrs.
Physical Education (drill) ..... ¼ unit

COURSE FOR SPECIAL TEACHERS AND SUPERVISORS

This is the same course as the one required for the upper grade teachers with the exception that neither the college algebra or trigonomentry is required; the thirteen hours of elective work must be selected from the special field in which the teacher is working and a part of the practice teaching must be done in that subject.

SUMMARY

Subjects	Upper Grades Hrs.	Primary Hrs.	Rural Hrs.	Special Hrs.
Education	19	21	21	19
English	13	13	13	13
History	6	6	6	6
Science	11	11	18	11
Mathematics	5	3	6	5
Electives	10	10	0	10

DRILLS

Evaluated in Terms of High School Units

Music ..... ¼ unit
Penmanship ..... ¼ unit
Drawing ..... ¼ unit
Physical Education ..... ¼ Unit

ELECTIVES

There are three units of electives in the three year course for eighth grade graduates of the common schools. Students who are high

school graduates elect one of the four courses prescribed above; they, also, have the privilege of electing ten semester hours' work within the course.

ELECTIVE COURSES

Eastern Kentucky State Normal School and Teachers College offers a number of elective courses each semester and during the Summer Term. One or two elective courses in each subject are being continuously offered. All elective courses are offered at least once every two years.

CERTIFICATES

All certificates require a minimum of thirty-six weeks in resident study, except the Elementary Certificate issued to high school graduates, which requires a minimum of eighteen weeks of resident study.

The Elementary Certificate is issued to students who have completed eight units of work as outlined in the catalog. The Elementary Certificate is, also, issued to students who are high school graduates and who have successfully completed thirty-two semester hours of college work.

The Intermediate Certificate is issued to students who have completed sixteen units of work as outlined in the catalog. No Intermediate Certificate is issued to students who are pursuing college work.

The Advanced Certificate is issued to students who have completed sixty-four semester hours of college work as outlined in the catalog.

EASTERN A FOUR-YEAR TEACHERS COLLEGE

Students who have completed the full two years of work as outlined in the catalog will be eligible to enter the third and fourth year's work, and upon completion of this work they will receive a degree.

REQUIREMENTS FOR DEGREES

1. The Teachers College will grant the degrees of Bachelor of Arts and Bachelor of Science.

   One hundred twenty-eight semester hours of college work will be required of applicants who are candidates for a degree.

   A minimum resident requirement of one year will be demanded.

   Former graduates of the Advanced Certificate Course will be required to renew their attendance at the institution and spend a minimum of eighteen weeks in resident study before the degree will be granted. This is regardless of the number of semester hours of credit which they may present from other institutions.

2. All students will be expected to major in Education.

3. The minimum amount of work required for the degree in each of the subjects is as follows:

Education	24 semester hours
English	18 semester hours
Foreign Language	10 semester hours
Mathematics	7 semester hours
Social Science	10 semester hours
Science	12 semester hours

FOR THOSE INTERESTED IN TAKING THE DEGREE

Eastern is preparing to offer the third year of college work beginning in September, 1923. The fourth year's work will be given the following year. The first degrees will be granted in June, 1925. All students who plan to take a degree will be expected to major in Education. The institution is preparing in this upper field to serve the needs of two groups of professional leaders. It is the purpose of the institution to train in the future for the following objectives:

1. **County Superintendents, Principals and Rural Leaders.**

2. **Primary Supervisors, Rural Supervisors, Critic Teachers, High School Teachers, and superior teachers of Elementary Subjects.**

The work which the student will pursue during his third and fourth years will depend upon the objective which he has in view. His course of study will be determined in conference with his faculty adviser and the Dean.

COURSE FOR THE PREPARATION OF COUNTY SUPERINTENDENTS AND RURAL SCHOOL SUPERVISORS

The work for the first two years is the same as that outlined in the catalog for the Advanced Certificate. The required work of the third and fourth years is summarized below; the remainder of the work is elected by the student on the recommendation of his faculty advisor and with the consent of the Dean.

Education

Education 112—Rural Supervision	3 hrs.
Education 117—County School Administration	3 hrs.
Education 118—The Elementary School Curriculum	3 hrs.
Education 120—Office Administration	2 hrs.

English

A minimum of eighteen semester hours.

Foreign Language

A minimum of ten semester hours.

Mathematics

A minimum of seven semester hours.

Social Science

A minimum of ten semester hours.

Science

A minimum of twelve semester hours.

One hundred and twenty-eight semester hours of work will be required for graduation from this course.

COURSE FOR THE PREPARATION OF PRINCIPALS AND RURAL LEADERS

The work for the first two years is the same as outlined in the catalog for the Advanced Certificate. The required work of the third and fourth years is summarized below; the remainder of the work is elected by the student at the suggestion of the faculty advisor and with the consent of the Dean.

Education

Education 113—Rural Sociology	2 hrs.
Education 117—County School Administration or Education 121—City School Administration	3 hrs.
Education 118—The Elementary School Curriculum	3 hrs.
Education 119—The Principal and His School	3 hrs.

English

A minimum of eighteen semester hours.

Foreign Language

A minimum of ten semester hours.

Mathematics

A minimum of seven semester hours.

Social Science

A minimum of ten semester hours.

Science

A minimum of twelve semester hours.

One hundred and twenty-eight semester hours of work will be required for graduation from this course.

COURSE FOR THE PREPARATION OF PRIMARY SUPERVISORS AND CRITIC TEACHERS

The first two years of work are the same as outlined in the catalog for the Advanced Certificate. The required work of the third and fourth years is summarized below; the remainder of the work is elected by the student on the recommendation of his faculty advisor and with the consent of the Dean.

Education

Education 113—Educational Sociology	2 hrs.
Education 114—Child Psychology	2 hrs.
Education 116—Special Methods for Grade Teachers	2 hrs.
Education 118—The Elementary School Curriculum	3 hrs.
Education 120—The Elementary School—its organization, subject matter and methods of instruction	5 hrs.

English

A minimum of eighteen semester hours.

Foreign Language

A minimum of ten semester hours.

Mathematics

A minimum of seven semester hours.

Social Science

A minimum of ten semester hours.

Science

A minimum of twelve semester hours.

One hundred and twenty-eight semester hours of work will be required for graduation from this course.

COURSE FOR THE PREPARATION OF UPPER GRADE AND HIGH SCHOOL TEACHERS

The work for the first two years is the same as outlined in the catalog for the Advanced Certificate. The required work of the third and fourth years is summarized below; the remainder of the work is elected by the student at the suggestion of the faculty advisor and with the consent of the Dean.

Students who are preparing to be High School teachers should determine what subjects they prefer to teach in the High School and take a large number of courses in, at least, two subjects for which they wish to make special preparation; that is, if a student desires to teach English and Mathematics in High School, he should elect a large part of his work in these subjects in order to have the special preparation desired.

Education

Education 113—Educational Sociology ..... 2 hrs.
Education 118—The Elementary School Curriculum..... 3 hrs.
Other courses in Education may be elected.

English

A minimum of eighteen semester hours.

Foreign Language

A minimum of ten semester hours.

Mathematics

A minimum of seven semester hours.

Social Science

A minimum of ten semester hours.

Science

A minimum of twelve semester hours.

One hundred and twenty-eight semester hours of work will be required for graduation from this course.

Details of Courses of Study

I. GENERAL DEPARTMENTS

1. Education
2. Agriculture
3. English
4. History and Social Science
5. Latin and Modern Language
6. Mathematics
7. Science

Department of Education

Mr. Donovan
Mr. Edwards
Miss Noland
Miss Wingo
Miss Schnieb

Mrs. Duncan
Mr. Jayne
Miss Hansen
Miss McKinney
Mrs. Tyng

NORMAL SCHOOL COURSES

Education 1. Method and Observation. (Formerly Method 1 and Observation 1.) The work of this semester is divided so as to give the student a knowledge of:

(1) What to teach.

(The State Course of Study and the Baltimore County Course of Study will furnish the basis for this work.)

(2) How to teach.

Observation of the work of the critic teachers in the Training School, a study of the methods employed in good teaching, and the preparation of lesson plans are required of those taking this course.

A text book on methods of teaching is used and a demonstration of the methods studied is given by the critic teachers.

The students taking this course are required to do ten hours of teaching during the semester in a rural school. Credit one-half unit.

Education 2. Introductory Psychology 1. (Formerly Psychology 1 and 2.) This is an elementary course in psychology. The first part of the semester is devoted to a consideration of how to study effectively and how to teach children how to study. The remainder of the semester is spent in a study of the learning process. The subject matter is how the brain gathers, records and reproduces experience; how it analyzes and synthesizes it; and how this experience is expressed in conduct. The purpose of this course is to give the student a knowledge of the simplest types of human behavior. Credit one-half unit.

Education 3. Rural Sociology 1. This course deals with the problems of rural community life and organization as seen and handled by the thoroughly socialized rural school. After a short introductory historic development of the rural community, a study is made of the rural school as the organizing center for the upbuilding of the home, the church, social life, health habits, economic interests, public utilities and civic ideals. Credit one-half unit.

Education 4. School Management. (Formerly Management 1 and 2.) This course deals with the problems of school and classroom organization and control. Two objectives will be kept in mind:

1. Emphasis is placed upon a study of the pupil, the relation of the teacher to the curriculum, governing and maintaining morale, lesson assignment, the recitation, etc.

2. A study is made of the school laws of Kentucky with special emphasis on the country school administration law, attendance law, certification of teachers, and the report of the Kentucky Survey Commission. One purpose of the course is to familiarize students with the most modern movement in public school administration. Credit one-half unit.

Education 5. Observation and Participation. The student in this course observes teaching in the rural schools at least half of the time; he prepares lesson plans and teaches the other half. No student will receive the intermediate certificate until this course has been completed. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Education 101. Psychology. (Formerly Psychology 3.) An elementary course combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief emphasis is upon: (a) instinctive tendencies; (b) habit formation; (c) memory, association and economy of learning; (d) the effective life, and (e) the thought process. Credit two semester hours.

Education 102. Introduction to Teaching. It is the aim of this course to develop in the student a clear notion of the field, aims, problems, methods and results of education. His own personal fitness for the work of teaching is carefully considered. The difference among the various types of teaching service is made clear. For this purpose, instruction is correlated with numerous visits to the training school. Credit one semester hour.

Education 103. Technique of Teaching. This course is planned primarily for the purpose of giving the students an opportunity to study the technique employed by those in charge of the training school. A study is made of the various types of lessons, viz, inductive, deductive, problem, project, review, lesson for appreciation, etc. Emphasis is placed upon the learning how to make lesson plans. Credit one semester hour.

Education 104. Project Method. The project method of teaching is the subject of this course. What constitutes the socialized recitation is given serious consideration. A study of those projects and problems in which children are interested is made. Students are required to plan lessons according to the project method. The projects in which the rural school children are interested differ somewhat from those which interest city children. Both types are studied. A text is used in this course and the students are required to read many of the interesting magazine articles which have been prepared on this special method of teaching. Credit two semester hours.

Education 105. Observation and Participation. This is a course preparatory to practice teaching and it is pursued during the semester immediately preceding practice teaching. The student is required to

spend at least two hours each week in systematic, directed observation of class work; and toward the close of the semester, in active participation in the teaching. This course is in the immediate charge of the director of the training school, who meets all observers once each week for the purpose of giving them specific instruction for their work in practice teaching the following semester. Credit two semester hours.

Education 106. Psychology of the Elementary School Subjects. This course includes: (1) a thorough and complete analysis of all psychological processes involved in the learning of a given subject, or in the acquisition of skill in it, and of the order and manner in which these processes intermesh; (2) the devising of means by which these processes may be measured and tested so that the facility in their operation may be determined quantitatively; (3) the discovery of the most economical procedures by which each particular step in the entire process may be developed. Credit two semester hours.

Education 107. Tests and measurements. This course involves a study of achievement tests and scales and their application in the measuring of the work of the schools as well as a diagnosis of results discovered by a measurement. The students in this course study the method of measuring the elementary school subjects. In measuring the arithmetic, Courtis' Tests, Woody's Arithmetic Scale, Stone's Reasoning Test, Monroe's Reasoning Test, etc., are used. The Thorndike Reading Scale, Monroe's Standardized Silent Reading Test, etc., are used in connection with the reading. The Ayres Spelling Scale, the Ayres Writing Scale, the Thorndike Writing Scale and numerous other standardized tests are studied and used by the students of this course. Credit two semester hours.

Education 108. Practice Teaching. Ninety hours of actual classroom teaching are required of all students before they are granted the Advanced Certificate. The student usually teaches one hour each day for the semester. He must also reserve one hour each day for a conference with the critic teacher under whose direction he does his practice teaching. The student does his practice teaching in the primary grades, the upper grades, or the rural school, depending upon which course he has elected to pursue. Once each week the director of the training school will meet all of the practice teachers for a conference to consider their problems. Credit five semester hours.

Education 109. School and Class Management. This course in school management is designed for students who have had considerable work along professional lines. The course will include work in school and class management, school organization, course of study, attendance, school morale, the recitation, et cetera. Credit two semester hours.

Education 110. History of Education. This course comprises a complete survey of the History of Education, beginning with eastern

nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development of educational theories. Middle Ages are treated in a general way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated more fully. Emphasis is placed on a study of Herbert Spencer among Europen educators and Horace Mann and his significance in American education. A brief study of the history of education in Kentucky is also made. Credit two semester hours.

Education 111. The Principles of Education. This is an integrating course intended to bring together an organic whole—and to interpret it—all the details of educational theory and practice represented by the preceding courses, and to leave the student a unified body of educational doctrine. The course involves a discussion of such topics as the definition of education; the aims of education; the development of various conceptions of educational values; the origin and present status of certain controverted questions of educational theory, such as doctrine of interest and the relation of liberal to vocational education; the doctrine of formal discipline; the formal steps of teaching, etc. Credit two semester hours.

Education 112. Rural School Supervision. This course has reference primarily to the work of supervising teachers. A study is made of the failures and possibilities of the rural school. The organization of the school, the preparation of a constructive program, and the relation of the school to the community form part of the content of this course. A careful study is made of the function of the supervisor and how he can best serve the teacher of his county. A study is made of the use of the circular letter, bulletins, class demonstrations, constructive criticism, classroom visitations, personal interviews, etc., as a means of improving the teaching. Credit three semester hours.

Education 113. Educational Sociology. The purpose of this course is to investigate the several factors and laws upon which educational theory and practice must rest, and the relation of the school to the upbuilding of the other institutions of the community. This course also treats of the social forces which determine the selection of school subjects, their content, method of presentation, and social values. Credit two semester hours.

Education 114. Child Psychology. This course first treats child life from the biological point of view. Then a study is made of human behavior and the instincts. Play, language, and drawing are the three typical activities selected for special consideration. The influence of heredity and environment is studied. An attempt is made to give the student a knowledge of the genetic development of child life. Credit two semester hours.

Education 115. Relay Course in Education. This course is usually given during the Summer School. A number of practical school men

are brought to Eastern and they offer a short course in some particular field of education in which they are specially prepared. Credit two semester hours.

Education 116. Special Methods for Grade Teachers. This course is usually offered during the Summer School. A text book on methods of teaching is used and manuals on reading, spelling, arithmetic and other subjects are studied. All students taking the Special Methods Course are required to observe the critic teachers for one hour each day in the demonstration of the methods under consideration. Credit two semester hours.

Education 117. County School Administration. This course is designed primarily for those preparing to be County School Superintendents. The relation existing between the state and the county in the administration of the schools is studied first. The duties of the County Board of Education and the work of the County Superintendent as the executive officer of the Board are carefully considered. The making of a budget, records and financial reports, school buildings—their location and equipment, consolidation of schools, examination and certification of teachers, supervision of teaching, the county high school and the training of teachers for the rural schools are subjects dealt with in this course. Credit three semester hours.

Education 118. The Elementary School Curriculum. The fundamental purpose of this course is to show the necessity of evolving a curriculum based upon the actual needs, interests and activities of the children. A study of the reports of various committees on curricula is made. Courses of study are examined and the manner in which they are made is studied. The students of this course are held responsible for a knowledge of the best literature on curriculum making. Credit three semester hours.

Education 119. The Principal and His School. This course is designed for those who expect to become principals of elementary schools. The nature of the work of the principal, the organization and administration of the school, the supervision of instruction and extra school activities are the subject of this course. Credit three semester hours.

Education 120. The Elementary School—Its organization, subject matter and methods of instruction. This course is for those planning to become supervisors and critic teachers. A study of the important aims and principles of elementary instruction and of the application of these to the selection of subject matter and materials will be pursued. Students in this course are required to do some work in observation in the Training School and to take groups of children and teach them for the purpose of demonstration, illustrating certain principles and types of teaching. A consideration of the prob-

lems and principals of supervision is a part of the work of the course. Credit five semester hours.

Education 121. City School Administration. In this course a study is made of the School Board, the Superintendent and his relation to the Board, supervision of the schools, business administration, buildings and their equipment, school publicity, records and reports, progress of children through the schools including retardation, acceleration and elimination. Credit three semester hours.

Education 122. Office Administration. This course is designed to instruct superintendents in the business administration of an office. A study of the proper equipment, necessary records and the filing of records and reports is made. The making of a budget, the proper recording of the minutes and orders of the Board, the distribution of funds, the bookkeeping of the County Superintendent and his duties as secretary of the Board are problems for consideration in this course. Credit two semester hours.

Department of Agriculture

Mr. Cox Mr. Carter

NORMAL SCHOOL COURSES

Agriculture 1. Soils and Crops. A study of the common crops grown in the State, and the principles related to the maintenance of the fertility of soils. Credit one-half unit.

Agriculture 2. Animals. A course that deals with the study of the animals that are commonly found on the Kentucky farms. Credit one-half unit.

TEACHERS COLLEGE COURSES

Agriculture 101. Animal Husbandry. This course is a study of the types and breeds of the common farm animals, their care, feeding, management, improvement, and practice in judging. Credit two semester hours.

Agriculture 102. Dairy Husbandry. The subject matter of this course is breeds of dairy cattle, care and feeding, milk production, testing of dairy products for their components and adulterations, and farm butter making. Credit three semester hours.

Agriculture 103. Farm Crops. This is a course that deals with the principal cereal and forage crops of the State, crop improvement, storage and marketing, rotations, grain judging, and testing of seeds. Credit three semester hours.

Agriculture 104. Soils. This is a general course in soils, including a study of their properties and management, plant foods, crop requirements, fertilizers, and maintenance of soil fertility. Credit two semester hours.

Agriculture 105. Horticulture. A survey of the field of fruit and truck growing and gardening is made in this course. Special emphasis is placed on the practical work in pruning, spraying, and the operating of gardens. Credit three semester hours.

Agriculture 106. Farm Management. Organization of the farm, types of farms, rental systems, and farm accounting are the content of this course. Credit two semester hours.

Department of English

Mr. Foster
Mr. Tapp
Miss Zellhoefer
Mrs. Deane
Miss Reid

NORMAL SCHOOL COURSES

English 1. Grammar 1. (Formerly Grammar 2 and 3.) This is a course in Sentence Structure and Sentence Analysis. The parts of speech are also studied in so far as the knowledge of them seems essential as a basis for self-criticism. Much stress is put upon correct speech and the avoidance of common errors. At the end of this course students must be able to write clear, concise sentences free from grammatical errors, and correctly punctuated. Credit one-half unit.

English 2. Composition 1. (Formerly English 2 and 3.) Here are emphasized the principles of paragraph structure; helps in securing sentence unity and sentence emphasis; aids concerning choice of words; and the correlation of composition to community life. Throughout the course students are required to give well organized oral and written narratives and short expositions in unified, coherent, and concise sentences. The course in grammar is prerequisite to this course. Credit one-half unit.

English 3. American Literature 1. This course gives a survey of the entire field of American Literature with illustrative readings from the chief authors. Credit one-half unit.

English 4a. English Literature 1. This course is a survey of the whole field of English Literature with illustrative readings from numerous authors. Credit one-half unit.

English 4b. English 4b is a continuation of the work as outlined in English 4a. Credit one-half unit.

English 5. Word Study. This is a study of words and their ways in English speech. Its chief aim is to create an interest in the study of words and to show that the common words of every day speech have large and interesting associations. A few lyrics and sonnets are studied to show how the author, consciously or not, had to do with the soul of words. Credit one-half unit.

TEACHERS COLLEGE COURSES

English 101. Composition 1. (Formerly English 8 and 9.) Students are called upon not only to study the laws of composition, but to write many themes which they, as teachers, would ask children of the various grades to write. Emphasis is placed on orderly thinking from one's own experiences. Oral composition as an aid to written work, self criticism, class discussion of subjects, and the use of pictures as an aid to expression. Choice selections from the

best prose writers are used as models. The course in grammar is prerequisite. Credit three semester hours.

English 102. Literature for Children. In this course students have an opportunity to acquaint themselves with many of the best stories, myths, fables, poems, and biographies for children of all grades; to study plot; and to write stories suitable for children. Much practice is given in the presentation of the various types. Credit two semester hours.

English 103. English and American Classics. This course presents classes as types; epic, lyric, and dramatic poetry, and particularly, the novel. The history and development of each type is discussed with some observation of its present status. Credit three semester hours.

English 104. Grammar. This is a course in grammar and language especially for students who are specializing in grade work. The course consists of (1) a study of the ways and forms of sentences, including analysis, inflection, co-ordination, subordination, and the study of errors common in Kentucky; (2) the selection and organization of material suitable for language work. Choice selections from literature, history, and sciences are made the basis of written and oral work. Aims of language work, ways of correcting errors, standards to measure, and language projects are topics also considered. Credit two semester hours.

English 105. Poets, Victorian and Later. The major poets of this era are studied from interpretative and historical standpoints: Tennyson, Browning, Arnold, Morris, Rossetti, Kipling, Masefield, Noyes and recent poetry. Credit three semester hours.

English 106. The Essay. The leading American and English essayists are studied: Emerson, Carlyle, Ruskin, Stevenson, Lamb, Hazlitt, Bryce, Thoreau, Burroughs, Palmer, and Van Dyke. As many of these believed that the acceptance of their ideas would urge the world to nobler living, it shall be our chief aim to feel the personality of each and to hear his message. Some attention is given to current editorials and magazine articles. Credit two semester hours.

English 107. The Drama. The purpose of this course is to lead the student to appreciate Shakespeare's knowledge of men and life, and to feel his dramatic power. Several of the plays are read, and one of the tragedies and one of the comedies are studied intensively. A few modern plays are read as a basis of comparison. Credit three semester hours.

English 108. The Short story. This course presents the characteristic short story writers of the past and present: Hawthorne, Irving, Poe, Stockton, Craddock, O. Henry, Stevenson, and Kipling. Stories that deal with American life in the different localities are the chief interest. The development of the story is also emphasized. Credit two semester hours.

English 109. Lyric Poetry. This course includes a thorough

study of this form of literature. Its aim is to lead the student to a fuller appreciation of good poetry, and to recognize the importance of a full memory in the teaching of literature. Credit two semester hours.

English 110. The English Bible. This course is intended to lead to a more intelligent interpretation and appreciation of the great literature of the Bible. A large part of the Bible will be read outside class, and certain of those that are especially rich in literary value will be studied intensively. Credit two semester hours.

English 111. Library Methods. This course is intended for the student who wishes to get a better understanding of modern library methods and for the prospective teacher who wishes to connect more vitally the school and the library as a cooperative means of education. It is expected that by actual participation in library work the student will acquire a working knowledge of library methods and the means of rendering available all possible information as well as love and respect for books. The chief object of the course is to aid teachers in the selection and care of books and materials for their school libraries and to enable them to make a more intelligent use of this library.

The course will include: accessioning, bibliography, classification, cataloging, use of reference books and magazine indexes, use of State Superintendents' lists, traveling libraries, cooperation between public library and public school and between teachers and Kentucky Library Commission. Credit one semester hour.

English 112. Juvenile Literature. This course is a survey of the world's best literature for children. Some of the great child classics will be studied in class—the Iliad, the Odyssey, Morte d'Arthur, Robin Hood, Robinson Crusoe, Gulliver's Travels, et cetera. Credit two semester hours.

English 113. The English Novel. This course reviews the history and development of fiction literature. The most representative types will be studied intensively. Credit three semester hours.

Department of Citizenship

History, Civics, Economics and Sociology

Mr. Keith Miss Harmon Mr. Robinson

NORMAL SCHOOL COURSES

History 1. Civics 1. (Formerly Civics 2.) This is a course in Civics of High School level. Combined with the subject matter taught is a fair amount of method in teaching Civics. The work is presented by outline and some of the leading questions and problems of government are studied. The course attempts to cover a complete study of the national, state and local governments; and an effort is made to give the student of today—the citizen of tomorrow—a vital interest in the current affairs of government. Credit one-half unit.

History 2a. American History. This course covers the period of history beginning with the discovery of America and ending about the time of the adoption of the Constitution. It is of high school level. The course is planned to give the student a good comprehensive grasp of the first half of the history of the United States. Credit one-half unit.

History 2b. American History. This course begins where the above course ends and completes the study of American History. Credit one-half unit.

History 3. Ancient History. (Formerly History 4 and 5.) The first part of this semester covers the history of Greece and the Eastern Mediterranean. The rise of the various civilizations is traced. The kinds of governments of the Ancient World are studied; the social, educational and artistic contributions to the succeeding ages are noted. Those things which influence modern thought and living are given preference.

The second half of the semester is devoted mainly to Roman History up to 476 A. D. The rise of Rome to the center of world history and her territorial growth and constitutional development are taught. The influence of Greek culture is noted. The rise and decay of the empire are studied. The idea of holding to those principles that endure into modern times is kept. Credit one-half unit.

History 4. Medieval and Modern History. (Formerly History 6 and 7.) The first half of this semester is devoted to a study of Medieval History. It will give a thorough study in the history of the period from 476 A. D. to about the time of the discovery of America, with the main effort centered on the History of England and Western Europe.

The last half of the semester is directed to the study of the modern world, with the main attention again given to England and her relations with other nations, especially to America. Credit one-half unit.

History 5. American Government (New Course). This course

brings out the broad principles upon which the American Government is founded. The class works out the fundamentals of good government and good citizenship. Principles of government that have made good by test are studied; theories of government that have been found pernicious are studied and rejected; and sound principles for the betterment of our own government are discussed. The whole attempt is to teach our students better principles of citizenship, so that they can in turn teach them to the children. Citizenship and patriotism are the key words in this course. Credit one-half unit.

TEACHERS COLLEGE COURSES

History 101. American History (New Course). This course is centered about stories and biographies found in or relating to United States History. It tries to humanize American History by linking the history studied with the heroes of our country. A good part of the course deals with stories of achievement. Patriotic exercises and festival days are considered. Not only stories and exercises are used, but illustrative material is the idea kept in mind throughout the semester. A sincere attempt is made to keep all material suitable for the primary grades. This course is required of all students who are specializing in the primary grades. It tries to meet the recommendations of the Committee of Eight. Credit three semester hours.

History 102. American History. (Formerly History 19.) This course is required of all students who are not specializing in the primary grades and is in many particulars adapted to those who are specializing in the grammar grades. The work covers the History of the United States from about the time of the Civil War down to about 1900. It brings out the main facts, problems and principles of our history. The problem project method is used a part of the time; and some of the big subjects of our history, such as Tariffs, Trusts, Corporations, Treaties and Arbitrations, are studied. Credit three semester hours.

History 103. Medieval and Modern History. (Formerly History 8 and 9.) It is one of the purposes of this course to give the student an idea of the continuity of history between the fall of the Roman Empire and the present by the study of such topics in Medieval History as: The Generality of the Barbarian Migrations; the Church and Empire as Rival Institutions; Mohammedanism versus Christianity; Feudalism; the Crusades; the Growth of Towns; Growth and Consolidation of most of the nations of Europe; and the Renaissance and Reformation. When Modern History is reached a study is made of the Religious Wars, with the resultant growth of Protestanism; the Rise of New Nations, like Prussia, Italy, America; the Growth of England as a Colonial Power; the New Scramble for Colonial Possessions at the end of the nineteenth century; World Problems of various kinds; and the Growth of Liberty through such landmarks as the Puritan Revolution, the American Revolution, the French Revolution;

on down to and including the recent World War. These and other subjects of a like kind are the basis of this course. Credit three semester hours.

History 104. American History. This course covers the History of the United States from about 1890 or 1900 to the present. The remarkable growth of America in this period is studied. The student is put into touch with the "Big Business" growth of the country. The rise of America to the position of the leading World Power is traced, and we shall try to bring out in clear relief the standing of America among the nations of the earth and show the destiny and responsibility of America. It attempts to inspire patriotism in the students who take it. Credit two semester hours.

History 105. American Ideals. This course brings out those ideals and aspirations that make America what she is. It also shows what have been the main contributions of America to the world. A sincere attempt is made to make the student love his country more by bringing out the big things which are more or less peculiarly American. Credit three semester hours.

History 106. History of the World War. In this course we study the causes, campaigns and results of the great World War. An opportunity is given to the student to study the main issues of the war and to try to get a clear understanding of some of its deeper meanings. Some study is devoted to the larger problems of reconstruction. This course is valuable and it enables the student to get hold of some of the broad problems of the world and of human life. Credit three semester hours.

History 107. Political Science. This is a course in introductory Political Science. In this course an attempt is made to give a broad understanding of all our governments, local, state, federal. A comparison is made of our government with other governments of the world, noting their strength and their weakness. The purpose of the course is to prepare the student who takes it to combat extremists' views of government, like Bolshevism. In all our history and civic teaching we shall not forget that we are dealing directly with citizens and with molders of other citizens. Credit two semester hours.

Department of Mathematics

Mr. Caldwell Mr. Boothe
Mr. Squires Mr. Park

NORMAL SCHOOL COURSES

Mathematics 1. Arithmetic 1. (Formerly Arithmetic 2 and 3.) The aim in teaching the students who pursue this course is to furnish such mathematical training as teachers of the elementary schools will find valuable in the teaching of arithmetic. Problems which find their origin in the keeping of one's personal accounts, the making of the family budget, buying and selling at the store and shop, fire, life and accident insurance, taxes and governmental expenditures, borrowing money, percentage, profit and loss, discounts, government bonds, etc., are the type that form the subject matter of the course.

Skill and accuracy in computation are expected on the part of those comtemplating the course. Completion of a standard high school text will be expected. Credit one-half unit.

Mathematics 2. Algebra 1. (Formerly Algebra 1 and 2.) This course includes the fundamental operations; problems involving the parenthesis and substitution; simple equations in one unknown; concrete problems, developing of the simultaneous equations; graphs; one unknown; and concrete problems developing the simple fractional equations in one unknown. Credit one-half unit.

Mathematics 3. Algebra 2. (Formerly Algebra 3.) This course includes abstract simultaneous equations in two or more unknowns; concrete problems, developing the simultaneous equations; graphs; involution; evolution; theory of exponents; radical surds; radical equations, quadratic equations, and a general review of the preceding course. Any one who has received a passing grade in our former Algebra 1 and 2 is eligible for this course. Credit one-half unit.

Mathematics 4. Geometry 1. This course covers the first half of the subject of plane geometry. Much original work is assigned. Credit one-half unit.

Mathematics 5. Geometry 2. A continuation of geometry. Credit one-half unit.

TEACHERS COLLEGE COURSES

Mathematics 101. Arithmetic 1. (Formerly Arithmetic 4.) This course has a twofold aim:

1. The first aim is to give students who are graduates of accredited schools a review of arithmetic and to furnish them with such mathematical training as they are assuredly to find valuable as teachers. Skill and accuracy in computation are expected of all who complete this course.

2. The second aim is to give due consideration to the method of teaching arithmetic.

Two text books are used in this course, one an arithmetic text and the other a text on methods of teaching arithmetic. Credit three semester hours.

Mathematics 102. Arithmetic 2. This course is planned primarily to give a review of arithmetic to graduates of accredited high schools and to prepare them to teach the number work in the primary grades. Credit three semester hours.

Mathematics 103. Plane Trigonometry. This course includes a thorough study in the development of trigonometrical formulas and the relations of the trigonometrical functions. Emphasis is placed on problems, involving the solution of the right and oblique triangle. Credit three semester hours.

Mathematics 104. Solid Geometry. This course includes a study of the more important parts of solid geometry. Credit three semester hours.

Mathematics 105. Spherical Trigonometry. Credit two semester hours.

Mathematics 106. Descriptive Geometry. Credit two semester hours.

Mathematics 107. College Algebra. Credit three semester hours.

Mathematics 108. Plane Analytical Geometry. Credit three semester hours.

Mathematics 109. Solid Analytical Geomentry. Credit two semester hours.

Department of Foreign Languages

Mr. Grinstead Mr. Squires

TEACHERS COLLEGE COURSES

Latin 101. Latin-English Word Formation. This course is designed to increase the student's English vocabulary by utilizing the Latin vocabulary and methods of word formation, prefaced by a sketch of the history of language development in western Europe, especially in the Roman empire and later in France and England. The course traces the methods of compounding and deriving words, and the commoner aspects of change in form and meaning. Prerequisite, two units of high school Latin. This course should be taken first by all students electing Latin, and may be taken for credit in English by students who do not elect Latin. Credit three semester hours.

Latin 102. Cicero's Early Orations. Portions of the Verrine orations (partly in translation), and the oration for the Manillian Law in Latin. The course will emphasize: (a) Cicero's style, with a special view to the development of the art of rapid reading of Latin; (b) the art of accurate and elegant English translation as a contribution to English prose style; (c) the Ciceronian vocabulary, with special reference to its contribution to the English vocabulary; (d) the historical background of Cicero's early career, to his consulship in 63. Prerequisite, two units of high school Latin, and, if practicable, Latin 101.

Latin 103. Cicero's Consulship and After. The orations against Catiline (all but one in translation), the oration for Archias, one later oration to be selected (usually Marcellus or one of the Philippics), and selections from the Letters; with supplementary reading from Sallust in connection with the Catilinarian orations, and Nepos' Atticus in connection with the Letters. The aims are much the same as in the preceding course, which is ordinarily a prerequisite; but more attention is paid to Cicero's place as a philosopher and literary influence. There is much sight reading, and a weekly assignment in the writing of Latin, based on Cicero's Catilinarian orations. Credit three semester hours.

Latin 104. Latin Prose Writers. Selections from the best authors of Latin prose, including Caesar's Civil War, Cicero's Letters, Sallust's Wars of Juguratha and Catiline, Livy's History of Rome, The Letters of Pliny the Younger. The Germania and Agricola of Tacitus, Suetonius' Lives of the Caesars, and Aulus Gellius' Noctes Atticae, with sight reading from the easier Latin authors and other supplementary work is included. The course aims to give a comprehensive view of Roman ideals and life as reflected in Latin prose; to develop the power or rapid reading of Latin for the thought; and to study the contribution of the Latin vocabulary to the English. Prerequisite: two or three units of high school Latin, and, if practicable, Latin 101. Credit five semester hours.

Latin 105. Latin and English Sentence Structure. A study of the outlines of the Latin and English sentence, with daily writing of Latin graded in difficulty. The first part of the course sketches rapidly the functional nature of the parts of speech, and of the cases and tenses as used in the simple sentence. The latter part devotes special attention to the various moods, to the non-model forms (infinitive, gerund, supine and participle), and to the complex sentence. While not available for credit in English without consent of the head of that department, it is as much a course in English grammar as in Latin and is especially valuable for teachers of Latin or English in the upper grades and the high school. Prerequisite: three units of high school Latin (or two units plus the course in Latin Prose Writers) and, if practicable, Latin 101. Credit three semester hours.

Latin 106. Beginning Vergil. Prefaced by the First Eclogue, the fourth (in translation), and the Sixteenth Epode of Horace, as a reflection of the social and political conditions of Vergil's work. The course includes the first two books of the Aeneid. It stresses the relation of Vergil's work to the Triumvirate and the ideals of Augustus; the historical and mythological materials of the Aeneid; the rhythm and literary structure of the poem; and its contribution to the vocabulary and literary ideas of the English language. Prerequisite: three units of high school Latin, or two units in high school and three hours in college. Credit three semester hours.

Latin 107. Advanced Vergil. The fourth and sixth books of the Aeneid, with outside assignments from the other books. There is much rapid reading, aiming at comprehension and appreciation of the original rather than formal translation. The objectives are much the same as in the preceding course (which is normally a prerequisite), but much attention is paid to the social, political and religious ideals of Vergil. Credit three semester hours.

Latin 108. Latin Poetry. Selections from Catullus, Tibullus, Propertius, Vergil, Ovid and Horace. The course aims to give a comprehensive view of the ideas and literary art of the classic Latin poets, with a study of their contribution to the English vocabulary, and their influence upon English literature. Prerequisite: three units of high school Latin, or two units in high school and three hours in college. Credit five semester hours.

Latin 109. The teaching of Latin. A study of the psychological aspects of Latin classroom activities, and of the educational problems of Latin in the light of the most recent scientific research. Considerable attention is devoted to the investigation of the teaching of Latin by the American Classic League, and special effort is made to clarify the objectives to be attained in the study of Latin, to teach the most effective methods of attaining them, and to show how Latin may be related to the daily life of the pupil. Under certain circumstances a limited number of students may take this in the form of an assignment in observation and participation in the teaching of Latin. Re-

quired of all candidates for special recommendation as teachers of Latin. Prerequisite: three units of high school Latin, and six hours of college Latin, approved by the head of the department. Credit three semester hours.

Latin 110. Ancient Society. A course of lectures and assigned library readings in English and Latin, dealing with the structure, development and decay of the society of the ancient Mediterranean lands. The aim is to develop an understanding and appreciation of the features of modern society which have been derived from the civilization of ancient times, and particularly from the empires of the various Greek states and of Rome. Students with less than three units of Latin will be admitted only on advice of the head of the department. Credit three semester hours.

Latin 111. Linguistic Psychology. A course designed to analyze the practical aspects of language processes and experience, for the use of teachers of language, whether English or foreign. It treats of the origins of language in the individual and the race; the psychological nature of linguistic experience; the principles of phonics; the nature of the preceptive process in reading, and in the acquisition and use of the vocabulary; and the psychology of foreign language teaching, for students majoring in foreign languages. The text will be supplemented by class lectures, and special readings will be assigned to meet the interests of individual students. Prerequisite: two units of foreign language. Credit three semester hours.

French 101. Beginning French. Conversation and pronunciation; the elementary structure of the French sentence, particularly of the verb stress group. Reading and writing of easy material, prepared, sight, or dictated. Credit four semester hours.

French 102. Intermediate French. The indicative and conditional systems; the principles governing the inflection of irregular verbs; the common noun, pronoun, adjective and prepositional idioms; the reading of about 200 pages of easy stories. Credit four semester hours.

French 103. Advanced French. The reading of two French novels, or a novel and a play, comprising about 300 pages; with grammatical and content study, and composition as found desirable. Credit two semester hours.

NORMAL SCHOOL COURSES

Latin 1. First half of Beginning Latin.
Latin 2. Second half of Beginning Latin.
Latin 3. First half of Caesar.
Latin 4. Second half of Caesar.

Department of Science

Mr. Smith
Mr. Cox
Mr. Park
Miss Bressie
Mr. Carter
Mrs. Deane

NORMAL SCHOOL COURSES

Science 1. Geography 1 (Formerly Geography 2.) This course is designed primarily to prepare rural school teachers to teach the subject effectively. A study of North America, its political subdivisions, coast lines, topography, climate, resources, the development of its cities and industries, and the distribution of its inhabitants is made. Credit one-half unit.

Science 2. Geography 2. (Formerly Geography 3.) Both physical and economical Geography are taught in this course. The completion of a standard high school text on this subject is expected. Credit one-half unit.

Science 3. Biology. This is a course dealing with both plant and animal life. The completion of the work of a standard high school text is expected. Credit one-half unit.

TEACHERS COLLEGE COURSES

Science 101. Physics 1. The work of this course includes a study of mechanics, kinematics, dynamics, mechanics of fluids, sound and light. Two recitations and two laboratory periods a week are required. Credit three semester hours.

Science 102. Physics 2. This course covers heat, magnetism, electricity, wireless and radio. Two recitations and two laboratory periods a week are required Credit three semester hours.

Science 103. Chemistry. This course includes a study of the history, occurrence, preparation, properties, compounds and uses of the non-metallic elements, viz.: hydrogen, oxygen, nitrogen, sulphur and carbon. Two recitations and one double or two single laboratory periods a week are required. Credit three semester hours.

Science 104. Chemistry 2. This course includes a study of the history, occurrence, preparation, properties, compounds and uses of the remaining non-metallic elements and the metallic elements. Two recitations and two laboratory periods per week are required. Credit three semester hours.

Science 105. Botany 1. This course includes a study of the flowering plants in the field and also in the laboratory. A careful study is made of the structure, morphology, reproduction and ecology of plants. A carefully prepared note book is required. Credit three semester hours.

Science 106. Botany 2. This course includes a study of the mosses, lichens, liverworts, alage, fungi, bacteria and plant diseases.

Two recitations and two laboratory periods a week are required. Careful notes are kept. Credit three semester hours.

Science 107. Zoology 1. This course includes a study of the structure, development, habits, variation and relation of the ten animal sub-kingdoms to each other, to man, to plants and to agriculture. Much field work is done. Two recitations a week and two laboratory periods, and a carefully prepared note book is required. Credit three semester hours.

Science 108. Nature Study 1. This course includes the study of material available for high school and college teaching, and its chief sources are as follows: Collections from nature, trips, literature, botany, zoology, agriculture, geology, geography, astronomy, meteorology and photography. Visual education is stressed. Problems in field work are assigned to the individual pupil. The aesthetic phase of the subject is given much attention. Careful notes on the work are required. Credit three semester hours.

Science 109. Biology. This is a course in general biology, involving a study of typical forms of plant and animal life. As far as possible environmental material is used for laboratory study. The course aims to lead the student to form habits of accurate observation, clear thinking and logical conclusions. Attention is called to the great questions of life, the struggle for existence, the survival of the fittest, laws of heredity, influence of environment, and practical results of hybridization. Credit three semester hours.

Science 110. Economic Geography. (Formerly Geography 4.) This course places the emphasis on the principles of commerce—concentration of industries, transportation, government and governmental activities of the commercial world. It is a study of the "world at work." A text is used as a guide in sorting the material and presenting the laws controlling commercial transactions; but students are expected to secure data from government bulletins and reports, magazines, clippings, etc., relating to the "New Era." Credit three semester hours.

Science 111. Geography of Europe. This course includes a regional study of the continent; a study of the leading countries; an interpretation of the geographic aspects of the World War; the new map of Europe, the geographic and national factors associated with the determination of new boundaries in Europe and European possessions. Credit three semester hours.

Science 112. Conservation of Natural Resources. The course will involve a study of the natural resources of the United States and the world; history of the exploitation of soils, forests, mineral resources, etc.; present movement to conserve natural resources; reclamation of arid and swamp lands; reduction of erosion; conservation of minerals and forests; present use and future possibilities; of water power and inland navigation. Credit three semester hours.

II. SPECIAL DEPARTMENTS

1. Art
2. Home Economics
3. Industrial Arts
4. Music
5. Physical Education
6. Reading and Public Speaking

Department of Art

Miss Gibson Miss Boldrick Mr. Boothe

NORMAL SCHOOL COURSES

Drawing and Penmanship

Drawing 1. Sufficient knowledge of the subject to enable the student to intelligently follow plans as suggested by Supervisors of Drawing, or which may be found in the various school magazines devoted to the subject, is the aim of this course which is as follows:

1. Development of the sense of color, direction, proportion and form.

2. Development of the ability of the student to express ideas with water colors, crayon, pencil or charcoal, and to make pictures according to the laws of composition.

There are three primary colors, each of which has variations from the original hue; in this course, we shall take up color values; the hue and intensity of color scales shall be worked out and a collection of different hues be made by each student. Credit one-fourth unit.

Penmanship. The Palmer Method is taught in this course. Much stress is placed upon a free, easy, rapid, arm-movement, coupled with a simple, distinct form of writing. Every student is required to take penmanship until he can write as well as 70 on the Ayres' Writing Scale, or 14 on the Thorndike Scale. This degree of efficiency is required with the use of pen, pencil and crayon. The amount of time students are required to continue this subject depends entirely on their rate of progress. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Drawing 101. In the training for the teaching profession, skill in drawing should be sought as a means of expression, and not considered as an end in itself. In this course we take up design, including picture study, lettering and the making of artistic cards. Subordination and rythmic repetition as the underlying principles of applied design and sketching in colors from nature complete the work of the semester. Credit three semester hours.

Drawing 102. Advanced perspective will be the subject under consideration in this course and the work will include blackboard drawing in both crayon and charcoal. The drawings made in this course will make an intellectual appeal to the mind and will be helpful to the students of Mechanical Drawing. The course includes:

1. The principles governing the appearance of concentric circles.

2. The principles governing the appearance of conical shaped objects.

3. The principles governing the appearance of curved objects—vases, pitchers, cups, etc.

4. The principles governing the appearance of attachments such as handles, spouts, etc.

5. Illustrative work in crayon and charcoal.

Credit two semester hours.

Drawing 103. There are certain principles which are the basic foundation of all forms or design. These are:

1. Balance.
2. Rhythm.
3. Unity.
4. Harmony.

With a knowledge of these principles "Historic Ornament" is studied with the purpose of adapting the styles to modern use. These include American, Indian, Egyptian, Greek, Gothic, Renaissance, Japanese and Chinese. Credit two semester hours.

Drawing 104. The ability to draw intelligently and even artistically is not so much a matter of talent or genius, as it has heretofore commonly been supposed. The power to create beauty in line, color or form depends upon an educated sense perception. When the mind thinks in terms of beauty of line and color, some form of expression may easily be acquired. In this course, special attention is given to original work, much of which is done outside the classroom. Posters, advertisements and applied design to be used in commercial ways, will be made the basis of instruction for the course, and will include: Pattern, Decoration, Construction, Composition and Application. Credit three semester hours.

Department of Home Economics

Ruth Dix

NORMAL SCHOOL COURSES

Domestic Art 1. Sewing 1. The subject matter of this course will include hand and machine sewing, and construction of simple garments. Credit one-half unit.

Domestic Science 2. Cooking 2. This is a study of cookery and table service. Credit one-half unit.

TEACHERS COLLEGE COURSES

Domestic Science 101. Food preparation. This is a study of the selection and use of foods, including their chemical composition, and the principles underlying their preparation. Credit three semester hours.

Domestic Art 102. Clothing Garment Making: This is designed to give the fundamentals of all ordinary sewing in wash materials. Credit three semester hours.

Domestic Art 103. Clothing. Dressmaking. This course follows Clothing 102 and deals with the construction of wool and silk garments. Credit two semester hours.

Domestic Art 104. Textiles. Study of leading fibers and fabrics. This course deals with the selection and care of fabrics. Credit two semester hours.

Domestic Science 105. Household Problems. A study of the organization and equipment of households. Credit two semester hours.

Domestic Science 106. Household Management. A study of the scientific and economic management of the home. Credit two semester hours.

Domestic Science 107. Food Preparation. Advanced study of foods, including their chemical composition, and the principles underlying their preparation—serving of meals. Prerequisite, Food Preparation 101. Credit two semester hours.

Department of Industrial Arts

Manual Training and Handwork

Mr. Deniston Mrs. Hume

NORMAL SCHOOL COURSES

The work in manual training is arranged, first, to aid those who must for some time to come teach both industrial art subjects and academic subjects in the grades or high schools of the state; second, to provide thorough preparation for students who desire to become special teachers, directors and supervisors of industrial art subjects; third, to furnish courses for students who desire to enrich the traditional lines of liberal study.

The required courses are planned for the first class, and for the second and third classes, subjects are offered for individual election.

The demand for competent teachers in the industrial art subjects exceeds the total supply of such teachers from all sources. In many localities teachers are sought who can teach both the manual training work and the common branches, and better salaries are offered for this class of teachers than for teachers who can teach the common branches only.

Students doing their major work in this department should begin shop work and mechanical drawing at the same time.

Manual Training 1. Elementary Bench Work. A course in elementary work involving problems which may be worked out in the intermediate grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Credit one-half unit.

TEACHERS COLLEGE COURSES

Manual Training 101. Elementary Mechanical Drawing. This course is for students who have never studied mechanical drawing. A time limit is set upon each drawing suitable for the average student. Practical time saving movements are explained and demonstrated. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, projection, inking, tracing and blue printing. Freehand sketches of problems are given to the student to make working drawings. Credit two semester hours.

Manual Training 102. Intermediate Mechanical Drawing. In this course it is the aim to make the scope suit the needs of the student by allowing him to select either machine drawing or architectural drawing. The machine drawing covers work in freehand sketches of machine details from models, details and assembly drawings, conventions and machine parts, covers gearing and a study of drafting room practice. The architectural drawing covers work in conventions,

typical details and a plan for a small bungalow. Prerequisite, Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 103. Advanced Mechanical Drawing. This course is organized for teachers of mechanical drawing and persons who have had some practical experience in drafting. The purpose of this course is to prepare teachers of mechanical drawing to handle the subject in the public schools. Special emphasis is placed on the necessity for careful preparation on the part of the teacher; proper methods of presenting material, and the planning of courses of study. Considerable time is given to lectures and student demonstrations. The class makes a series of drawings selected from different phases of mechanical drawing, perspective drawing and practical representation. The problems are demonstrated from the professional standpoint. Prerequisite, Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 104. Elementary Cabinet Making. The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction upon details of construction, gluing, scraping, sanding, finishing, upholstering, and costs of materials. Prerequisite, Elementary Mechanical drawing. Credit two semester hours.

Manual Training 105. Advanced Cabinet Making and Mill Work. This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery and in methods of preventing accidents in operating. Work is required in the upkeep and care of tools and machinery. The practical work consists of: Making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber, finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisite, Elementary Cabinet Making. Credit two semester hours.

Manual Training 106. Wood Turning. This course deals with various methods in turning in hard and soft woods; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used, as well as lectures on the history of turning and the lathe. Speed for different types of stock, the various materials used in turning, turning as a trade, management, organization, and the teaching of wood turning are also included. Attention is given to planning courses of study, equipment, materials, buying and installation. The latter part of this course is devoted to design and making of products suitable to the decora-

tion of cabinet work. Prerequisite, Elementary Mechanical Drawing and Elementary Cabinet Making. Credit two semester hours.

Manual Training 107. Farm Mechanics. A course involving work in wood, metal and concrete, and includes the making of such projects in wood as work bench, wagon jack, single tree, evener, poultry appliances, and concrete forms; in concrete, one or two problems in plain and reinforced construction; in forgery, a series of projects adapted to farm use. A study is made of farm implements and repair of same. A drainage project will be worked out in full. Students of agriculture and those teaching in rural and county high schools will find this a profitable course. No prerequisite. Credit two semester hours.

Manual Training 108. Patternmaking. The patternmaking course takes up the technical details in a simple way. The student makes a number of exercises embracing the fundamentals of patternmaking. The actual work consists of bench and machine woodwork and wood turning. Instruction and demonstrations cover the use of machine and hand tools, application of patternmaking principles, methods of construction, methods of turning and methods of finishing the exercises. Advanced problems are assigned as soon as the student develops special ability. Prerequisite, Elementary Mechanical Drawing Elementary Cabinet Making and Wood Turning. Credit two semester hours.

Manual Training 109. Special Course in Manual Training. This course is for teachers wishing to review some phase of the work or to make projects of an original design. The nature of the work will be decided upon by student and instructor. Prerequisites to be decided by the instructor. Credit one semester hour.

Manual Training 110. Method in Manual Training. This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school system, equipment, planning of courses, arrangement of shops, and methods of teaching will be given the student. Prerequisite, six hours' credit in Manual Training. Credit one semester hour.

Handwork. Subjects covered in this course are paper and cardboard construction with some weaving and baskerty, presented in such a way as to be of special value to teachers and supervisors of the lower grades. Information is given about equipment and supplies for this work.

The work in construction is arranged so that the exercises proceed from the simple to the complex. A large variety of different kinds of problems is worked out using the different kinds of common media. Suggestions are given for other problems.

Some time is devoted to discussions and consideration of methods of teaching. Students are shown how the work can be correlated with subjects taught in the grades. Credit one-fourth unit.

Department of Music

Mr. Stewart **Miss Telford**

Of all the arts music is the most universally appreciated and the most generally practiced. It is the one art which, in addition to being most generally appreciated, can best be practiced in our public schools. Realizing this fact, the Music Department of the Eastern Kentucky State Normal School and Teachers College will aim to give every student equal opportunity to learn the fundamentals of music, to become acquainted with the best of musical literature and to develop the ability to present properly this subject to the pupils in our public schools.

NORMAL SCHOOL COURSES

Music 1. This course is offered for those whose previous musical training has been very limited and for those who have had no previous work in music before entering the Normal School. Music fundamentals are presented in connection with the study of well known songs. Credit one-fourth unit.

Music 2. Students who have satisfactorily completed the work required in Music 1 are eligible for this course. Also, students who have had previous training equivalent to that required in Music I may enter Music II after consulting with the Director of Music. Advanced work in music fundamentals, methods of teaching and sight singing are presented. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Public School Music Course
(Elective)

This course is offered for those who wish to specialize in the teaching of music in the public schools and requires from two to three years to complete, depending upon the previous musical training of the student. Students entering this work from other schools of music or from private teachers will be given credit for work done.

Music 101. This course offers work in theory, oral dictation, methods and material used in the first three grades of school music. Credit three semester hours.

Music 102. This course presents work in advanced theory, oral and written dictation, methods and material used in the fourth, fifth and sixth grades. Credit two semester hours.

Music 103. Work in this course includes harmony, appreciation, observation and material and methods used in the seventh and eighth grades. Credit three semester hours.

Music 104. Work in this course includes advanced harmony, appreciation, observation and material and methods used in high school music. Credit two semester hours.

Music 105. Practice teaching is required for a semester before

the student may complete the course in Public School Music. Credit two and one-half semester hours.

The Hollis Dann series will be used as a text book and the student will also become acquainted with other standard music texts. All classes in Public School Music will do a certain amount of work in sight reading in connection with the work in material and methods. Students in this course must have one year of voice lessons and two years of piano lessons and are also required to attend Glee Club and Orchestra rehearsals.

Men's Glee Club. Membership in the club is open to those students who like to sing and who wish to become acquainted with some of the best known songs for male voices. Applicants will be expected to have a fair voice for singing, a true ear for pitch, and some ability in reading music. Credit one semester hour.

Ladies' Choral Club. Membership is open to all who enjoy singing and who wish to become acquainted with the best musical literature for ladies' voices. A fair voice for singing, a true sense of pitch and some ability in reading music are expected. Credit one semester hour.

Eastern School Orchestra. Membership in the orchestra is open to all students possessing suitable instruments for orchestral playing and who have had suffcient previous training and experience to enable them to play music of moderate difficulty. A true sense of pitch, a feeling for rhythm, an idea of tone values and of tone shading are required. Credit one semester hour.

Note: In order to obtain credits for Glee Club, Choral Club, and Orchestra work, students must continue these rehearsals for two consecutive semesters.

Believing that the results of the work done by the above organizations can be placed upon a much higher plane constantly, it shall be the aim of the Music Department to select music that is interesting and worth-while and to require such a high standard, both in preparation and performance, that Eastern Kentucky State Normal School and Teachers College students and friends may have good reason to be proud of her musical organizations.

PIANO

Miss Telford

This course in piano is arranged to admit pupils to any grade for which they are qualified. As all lessons are given individually it has not been considered advisable to adopt a complete course to be followed arbitrarily with every student. Only the general outline of the following course is adhered to, but it is given here in order that a student may determine his classification and have something definite to work from.

I. Training in correct position of the hand, independent finger action, legato and staccato touch; fundamentals of musical notation,

ear training, studies in rhythm and simple scale forms. Studies selected from Kohler Op. 190; Streabbog Op. 63 and 64.

II. Oral technic and major scales. Kohler Op. 157 and 242; Burgmuller Op. 100; Easy Sonatinas by Clementi.

III. Hanon technic; major and minor scales; Duvernoy Op. 120; Bertini, Twelve Little Preludes and Pieces; Heller Op. 47; Sonatinas by Clementi and Kuhlou and simple pieces of the same grade.

IV. Hanon technic; major and minor scales; Czerny Op. 299; Heller Op. 45; Bach's Little Preludes and Fugues; Sonatas by Haydn and Mozart and pieces of the same grade.

V. Pischna technic; scales and arpeggios in all keys; Czerny Op. 299; Hasert Op. 50; Bach, two voice inventions; Sonatas by Mozart and Beethoven and composition by classic and modern composers.

VI. Pichna technic; scales and arpeggios in all keys; Czerny Op. 740; Cramer's Fifty Etudes; Bach, Three Part Inventions; Sonatas by Beethoven and compositions by classic and modern composers.

Department of Physical Education

Miss Hammond — Mr. Hembree
Miss Hughes — Miss Bressie

NORMAL SCHOOL COURSES

Physical Education 1. The primary aim of this course is to prepare rural school teachers to teach the subject of public health, hygiene and sanitation. Some physiology is taught in this course as a background on which to build a proper knowledge of health. Play and gymnastics as a means of producing healthier children are given proper attention. Credit one-half unit.

Physical Education 2. In this course the teacher is taught many games; also, how to supervise and direct them. Physical exercise and its relation to the health of the individual receives major emphasis. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Physical Education 101. Health, Hygiene and Sanitation. The aim of this course is to teach health, hygiene and sanitation. Some physiology is taught as a background on which to build a proper knowledge of health. Medical inspection, nature and transmission of diseases among school children, prevention of diseases, physical exercises, etc., are subjects dealt with in this course. Credit three semster hours.

Physical Education 102. Play. Text book work on the theory of play, lectures on the practical management of the playground, and demonstration and practice of games. The growth of the play movement in England, Germany, and the United States is followed, with the development of municipal playgrounds and social centers. On the practical side the following topics are treated: equipment, apparatus, courts, games, tournaments, festivals, efficiency tests, group athletics and manual constructive work. Credit two semester hours.

Physical Education 103. Physiology of Exercise. A text book course, supplemented by lectures and laboratory work, on the physiology of the muscles, nerves, circulation and respiration, with especial relation to the effects of bodily exercise. Credit two semester hours.

Physical Education 104. Organization and Administration of Physical Education and Athletics. Problems in organization and administration in physical education and athletics. Intercollegiate, intramural and mass athletics. Sportsmanship and ethics. Credit one semester hour.

Physical Education 105. History of Physical Education. A discussion of the gymnastics of the Greeks and the Romans, of the decline and revival of exercise and sports, the growth of our modern system of physical training, the play movement, recent national and

state legislation regarding physical education, is made in this course. Credit one semester hour.

Physical Education 106. German Gymnastics. This course includes running, tactics, free gymnastics (with and without apparatus), games, and methods of teaching. Credit three semester hours.

Physical Education 107. Swedish Gymnastics. This is a course in Swedish floor work, with special attention to the physical development of each individual student in the class. Credit one semester hour.

Physical Education 108. Football. Instruction is given each fall to about 50 men in the college game of football. A first team plays about seven or eight games with the teams of other colleges. The other men in the squad have the same instruction and practice daily on the field and can play on the teams that scrimmage against the regulars. Many men learn the game for purposes of coaching who are not physically fit to play in all phases of it. Credit one semester hour.

Physical Education 109. Basketball for Men. We usually have 50 or more men enrolled in basketball. A college team is selected and a second team, each playing a schedule of games with the teams of other institutions. Men not making these teams are organized into class teams and they play a tournament among themselves and with other local teams. Credit one semester hour.

Physical Education 110. Baseball. A large class is conducted in this sport, including a first team and several class teams. Effort is made to train all the men in the details of base running, batting, fielding, team play, signals, plays and rules. Credit one semester hour.

Physical Education 111. Track and Field Sports. A track team meets the teams of other colleges in dual contests, and class contests are carried on among the men who are not on the team. Special instruction is given in the details of running, hurdling, jumping, starting, putting the shot and vaulting. Credit one semester hour.

Physical Education 112. Basketball for Women. This class is offered for a limited number of students who wish to learn to coach the game, as well as for those who wish to enter it in order to try to make the varsity team. The class meets for four hours each week. Credit one semester hour.

Physical Education 113. Community Recreation. This course is designed to prepare students to direct the recreation of a community. An attempt will be made to determine what games and sports interest young people. Members of this class assist in conducting the Saturday evening games in the gymnasium. Credit one semester hour.

Department of Public Speaking

Miss Buchanan Miss Zellhoefer

NORMAL SCHOOL COURSES

Expression 1. Reading 1. Voice. Correct breathing, basic principles of right vocal habits, voice control, tone production, articulation, pronunciation, modes of utterance, quality of voice, inflection and time are studied in this course.

Gesture. Exercises in preparation for spontaneous gesture and coordination of mind and muscles; poise and harmonious movements are given careful consideration in relation to expression.

This course is planned with a view to teach students how to read with fluency and animation; and how to interpret what they read intelligently. The best literary selections are used to accomplish this end. Credit one-half unit.

TEACHERS COLLEGE COURSES

Expression 101. Reading. Voice. Correct breathing, basic principles of right vocal habits, for the purpose of acquiring purity, strength and flexibility of tone. Articulation, pronunciation, modes of utterance, qualities of voice, inflection, time, force and stress are studied in this course.

Gesture. Exercise in preparation for spontaneous gesture, poise, and harmonious movements are studied.

Students are taught how to read in this course, and how to teach reading. Drill is required upon a wide range of selections for the purpose of promoting natural growth in animation, smoothness and volume. Interpretation of orations and selections of prose and poetry is required. Credit two semester hours.

Expression 102. Public Speaking. A study of the best orations is made. Presentation of extemporaneous addresses, preparation and presentation of addresses before the class for criticism and guidance are required. A study is made of the principles of debating. Credit three semester hours.

Expression 103. Coaching Plays. This course includes a study of voice, gesture and platform recitals. A study of make-up staging, stage lighting and setting and costuming plays is made. Credit three semester hours.

Expression 104. This course consists of advanced work in tone production, for the purpose of perfecting the purity, strength and flexibility of the voice.

Gesture as an art. Showing relation to forms of literature and dramatic significance in oral interpretation. A study of the foot, arm and head chart is made.

Students in this course are given an opportunity for platform re-

cital on miscellaneous repertoire and practice teaching before the class for critcism and guidance. A study of story telling, which consists of the telling of stories, selection and adaption of material for grades. Prerequisite, Expression 101. Credit four semester hours.

Alumni

CLASS 1907

Bailey, Eva ..... Harrodsburg
Jeffers, Jennie ..... Greenville
Mason, Mabel ..... Richmond
Rice, Alma R. ..... Richmond
Sullivan, Hattie M. ..... Williamsburg

CLASS 1908

Abner, Jas. R. ..... Barbourville
Dale, C. S. ..... Epworth
Daniel, William E. ..... Red Bush
Davis, Ruth W. ..... Carlisle
Gaines, Alberta ..... Bullittsville
Gray, Caroline M. ..... Williamstown
Morris, Emma Russell ..... Barbourville
Sullivan, Flora J. ..... Williamsburg
Ward, W. B. ..... Inez
Womack, Alma ..... Oldtown

CLASS 1909

Anderson, Leslie ..... Stanford
Chandler, S. B. ..... Sip
Davis, H. L. ..... Ashland
Fallis, O. B. ..... Danville
Gifford, C. H. ..... Sardis
Holbrook, C. S. ..... Red Bush
Jones, J. C. ..... Barbourville
Morgan, Elizabeth W. ..... LaGrange
Pettus, Ila ..... Lancaster
Scott, Cathryn V. ..... Richmond
Starns, D. H. ..... Williamstown

CLASS 1910

Baker, Clyda ..... Hazard
Baker, Eunice ..... Hazard
Bergmeyer, Gretchen ..... Dayton
Boothe, I. H. ..... Richmond
Bradford, H. T. ..... Brooksville
Brooks, David ..... River
Campbell, J. B. ..... Barbourville
Caudill, W. M. ..... Hollybush
Colyer, Mary Lee ..... Richmond
Culton, T. B. ..... Crab Orchard
Cundiff, E. F. ..... Somerset
Davis, Allen ..... Freestone
Farley, Lela ..... Rockhold
Evans, Mattie ..... Plummer's Landing
Ferguson, Burdeaux ..... Winchester
Ferguson, R. C. ..... Fannin
Gragg, Everett ..... Somerset
Greenleaf, Van ..... Richmond
Hamilton, Geo. D. ..... Stout, O.
Houchins, Jennie ..... Vanarsdall
Hughes, Bessie ..... Edenton
Irvine, J. S. ..... Science Hill
Jones, O. V. ..... Owenton
Long, Agnes ..... Harrodsburg
Lander, Alice E. ..... Richmond
McDougle, Ivan E. ..... Richmond
McHargue, Sue B. ..... London
Maynard, James G. ..... Catlettsburg
Moneyhan, Edith ..... Augusta
Moneyhan, Edna ..... Augusta
Morgan, Libbie ..... Libbie
Mullikin, O. L. ..... Sardis
Neace, John G. ..... Booneville
Prose, Bertha ..... Irad
Qualls, Webster ..... Olive Hill
Richardson, Edgar ..... Science Hill
Roling, Lena Gertrude ..... Richmond
Sasser, Mrs. Alice ..... Tuttle
Scott, Elizabeth ..... Helena, Ark.
Scoville, Elizabeth ..... Atlanta
Sharon, Lowell ..... Richmond
Sheriff, Robert ..... Owenton
Tartar, Gertrude ..... Cains Store
Taylor, Eva ..... Somerset
Tye, J. J. ..... Barbourville
Webb, Arnold ..... Blairs Mill
White, Catherine ..... Richmond
Hylton, Cora ..... Cody
Davis, James S. ..... Dickman
Cox, Lula ..... Junction City

CLASS 1911

Alcorn, Nora ..... Greenwood
Arnold, Sue V. ..... Wheatley
Amburgy, Maryland D. ..... Amelia
Buchanan, Lelia Gore ..... Middlesboro
Brammer, John C. ..... Susie
Carter, Frank M. ..... Flora
Dyche, Emily Byers ..... London
Dodson, Flora ..... Monticello
Elmore, Mary ..... Lancaster
Everage, Mary ..... Hindman
Faulkner, Garnet ..... Catlettsburg
Huffaker, Leona ..... Lawrenceburg
Jackson, Sadie Rea ..... Catlettsburg
Luttrell, Paul ..... Tackets Mill
Moore, George Mansfield ..... Corbin
Meece, Virgil Franklin ..... Somerset
Pettus, Mary Rebecca ..... Stanford
Parard, Marie Josephe ..... Ashland
Pollitt, Clara Edna ..... Middlesboro
Roberts, Bryon Mason ..... Wheatley
Reed, Everett Hampton ..... Mayslick
Reid, Homer Lloyd ..... Somerset
Schwartz, Kathryn A. ..... Covington
Tinder, Delia ..... Lancaster
Ward, Sarah Ellen ..... Paintsville
Walker, Fay Rowlett ..... Owenton

CLASS 1912

Chambers, Jay Lea ..... Kensee
Daniels, Flora B. ..... Catlettsburg
Ewen, Mabel Russell ..... Stanton
Glass, Fannie ..... Booneville
Gullett, Will Press ..... Cannel City
Hamilton, Anna Laurie ..... Richmond
Jordan, Victor A. ..... Barbourville
Johnson, Sheila ..... Fort Thomas
Morgan, Arvon T. ..... Owenton
Kelley, Nora Starke ..... Euclid
Kelley, Sara Maude ..... Euclid
Lester, Lena Elizabeth ..... Tuscola
McNutt, M. H. ..... Bradford
Morriss, Marian Allen ..... Warsaw
Mathias, Anna ..... Carlisle
Rayburn, Maude Mae ..... Emerson
Rich, Ada ..... Lancaster
Schirmer, Margaret Elizabeth ..... Ghent
Thurman, Ninnie B. ..... Nashtown
Trent, Ada ..... Lawrenceburg
Vaught, Allie A. ..... Somerset

CLASS 1913

Amburgey, L. M. ..... Hindman
Ballard, May ..... Richmond
Bertram, Elizabeth ..... Valley
Bogie, Annie Miller ..... Richmond
Boothe, John E. ..... Richmond
Brock, Marie ..... London
Broaddus, Kavanaugh ..... Richmond
Bryant, Ben ..... Corbin
Caywood, James ..... Wedonia
Cox, Ella K. ..... Concord
Covington, Mary Q. ..... Richmond
Crowder, Mabel ..... Lawrenceburg
Day, James ..... Caney
Day, Angella ..... Hunnewell
DeLong, H. G. ..... Inez
Dempsey, Corrine ..... Inez
Floyd, Mary ..... Somerset
George, Edythe ..... Covedale
Gould, Willie ..... Vincent
Hale, Mahala ..... Gray
Haley, C. F. ..... Brooksville
Harris, O. H. ..... Hale
Hendren, Allie Elizabeth
Lancaster
Henry, Elizabeth B. ..... Lexington
Johnson, Fannie ..... Paintsville
Johnston, Nell ..... Nicholasville
Kennard, Albert ..... Augusta
Lake, Alma ..... Berea
Laubisch, O. A. ..... DeMossville
Lewis, W. H. ..... Blaze
Lutes, S. B. ..... Beattyville
McCarty, Anna Mary ..... Butler
McDougle, Miree ..... Richmond
Messman, Margaret ..... Dayton
Mills, Howard H. ..... Kenton
Oldham, Emma ..... Richmond
Osenton, Mabel ..... Greenup
Quillen, Marie ..... Heidelburg
Remy, P. D. ..... Lowder
Scoville, Magnolia ..... London
Smith, May ..... Troublesome
Sporing, T. B. ..... California
Stidham, C. B. ..... Beattyville
Stigall, Dumont ..... Somerset
Taylor, Eddie ..... Burnside
Taylor, Emma ..... Burnside
Thomson, Henrietta ..... Frankfort
Williams, E. W. ..... Island City
Ware, Daisy Lynn ..... Somerset

CLASS 1914

Akin, Paris B. ..... Burlington
Ammermann, Mary Jane
Cynthiana
Ballard, Leonard H. ..... Valley View
Bertram, Anna L. ..... Valley
Bowman, Daphe H. ..... Richmond
Brown, Fannie May
N. Middletown
Caldwell, Leander Cox
Catlettsburg
Calico, Zula Elizabeth ..... McCreary
Coons, Nellie ..... Lexington
Clark, L. A. ..... South Fork
Clark, Emsy ..... Odds
Cornelison, Lula McKee ..... Richmond
Chrisman, J. Warren ..... Covington
Davidson, Perry ..... Oneida
Dempsey, Evelyn ..... Inez
Deatherage, Willie Mae ..... Richmond
Dodsworth, Vivian May
Cold Springs
Donahue, Anna M. ..... Danville
Doty, Mary ..... Richmond
Early, Beulah Newman ..... Rockhold
Early, Lena Agnes ..... Corbin
Gilmore, Charles M. ..... Ringo's Mills
Gordon, Anna Elizabeth ..... Wilmore
Gray, Mary Frances ..... Harrodsburg
Hacker, Isaac ..... Buena Vista
Harmon, Ella Maude ..... Brumfield
Hale, Lule ..... Hindman
Hayden, Maude Frances ..... Richmond
Hemlepp, Emma Theresa ..... Ashland
Horine, Elizabeth ..... Nicholasville
Houchins, Ollie Mae ..... Harrodsburg
Johnson, Rowena ..... Harrodsburg
Kirk, Herschel R. ..... Irvington
Lipps, Matie Louise ..... Hustonville
Martin, Margarette ..... Carlisle
McWhorter, Stella Mae ..... Paint Lick
Myers, Nancy Bourne ..... Richmond
Plummer, Nancy K.
Stamping Ground
Price, Florence Ethel ..... Cottonburg
Price, Hobart V. ..... Cottonburg
Price, Odessa Blaine ..... Cottonburg
Rankin, Edna Mae ..... Monticello
Redwine, Marcus C. ..... Sandy Hook
Rice, Linnie M. ..... Sumpter
Ross, Mary E. ..... Sharon
Sams, Eva Edith ..... Georgetown
Scoville, Hallie May ..... London
Scrivner, Ruth ..... Richmond
Seitz, Florris ..... West Liberty
Skinner, Thomas W. ..... Buena Vista
Smallwood, Enoch ..... Dorton
Thompson, Stella E. ..... Primrose
Tipton, Pressly H. ..... London
Turner, Ervine ..... Canoe
Vories, Emma DeWitt ..... Sparta
Walsh, Lula ..... West Liberty
Williams, B. M. ..... Pineville
Whaley, Nancy Myers
Millersburg
Williams, John L. ..... Pineville

CLASS 1915

Barnette, Rebecca Jayne ..... Somerset
Bowan, Betsy ..... Bowen
Cook, Leland ..... Dema
Crawford, Albert B. ..... Rose Hill
Duffy, Cornelia Read ..... Cynthiana
Evans, Mollie T. ..... Nicholasville
Farley, Minnie Elizabeth
Richmond
Galey, Ida Mae ..... Kirksville
Gilbert, Eliyn Christena ..... Richmond
Goodman, Keener C. ..... Ashland
Harris, Lelia J. ..... Richmond
Hampton, Daisy ..... Corinth
Hickok, Katherine ..... Covington
Holliday, Surrilda ..... Stacy
Hearne, Hanna Jane ..... Richmond
Huguely, Henry Wood ..... Richmond
Lamb, Naomi N. ..... Campbell
Land, Ettabelle ..... Shelbyville, Ind.
Liles, Ella ..... Tannery
Liles, Eva ..... Tannery
Lutes, Maude Alma ..... Primrose
Maupin, Ama Dillingham ..... Moberly
McComis, Madge Mae
Catlettsburg
Moyers, Fannie ..... Berea
Phillips, Rebekah A.
Liberty Road
Richie, William ..... Fristie
Smith, C. E. ..... Yale
Vogel, Clare Louise ..... Newport
Wade, Saline ..... Bagdad
Walker, Belle McM. ..... Lawrenceburg
Ward, Forest ..... Sharpsburg

White, Bess ..... Richmond
Watkins, Alice E. ..... London
Yates, Margaret M. ..... Kingston

CLASS 1916

Adams, Louise Rhorer ..... London
Akers, Ezra ..... Printer
Asher, James J. ..... Hyden
Bates, Joseph B. ..... Kite
Bennette, Verna ..... Wilmore
Blackburn, Lena ..... Covington
Brady, Maud Evelyn ..... Greenup
Bedford, Emma Chanslor
Lexington
Baker, Emma Beryl ..... Richmond
Cain, Oliver Walter ..... Bradley
Cubbage, Ann Mary ..... Owenton
Dietrich, Lois ..... Winchester
Downard, Mary Elizabeth ..... Sunrise
Dobrowsky, Rose ..... Richmond
Early, Nellie Katherine ..... Corbin
Gibson, Ellen Christena ..... Lexington
Goldenberg, Carrie ..... Vanceburg
Hays, Willie ..... Hindman
Hoskins, Ruth Gibson ..... Pineville
Jones, Brilla ..... London
Kelly, Robert Lee ..... Elic
Knox, Lilly Ulah ..... Rosslyn
Lancaster, Jennie Mae ..... Ghent
Lutes, Lloyd Hardin ..... Paint Lick
Little, Robert E. ..... Moore's Creek
McClure, Bernice ..... Mt. Sterling
McWhorter, Howard R. ..... Ashland
Monahon, Harry F. ..... Germantown
Lawson, Nan Wood ..... Lot
Morgan, Ida ..... Slickford
Merritt, Ethel ..... Elkin
Mills, L. H. ..... Barbourville
Mason, Matilda ..... Shelbyville
Mills, S. A. ..... Hammon
Nichol, L. DeGarmo ..... Springdale
Noe, Fannie ..... Paint Lick
Noland, Miriam ..... Richmond
O'Brien, Betty ..... Covington
Rucker, Lucile ..... Ludlow
Ramsey, Alice ..... Winchester
Roland, Laura Beatrice ..... Dodge
Ruby, Golden ..... Frankfort
Rucker, J. G. ..... Catlettsburg
Shearer, Mollie ..... Monticello
Shearer, James R. ..... Hindalgo
Shearer, Lee ..... Hindalgo
Stone, Stella Hubble ..... Somerset
Sturgill, Norah Marie ..... Hindman
Spurlock, Eugene ..... Kirksville
Smith, Joshua ..... Ary
Smith, Prudence Allen ..... Dwarf
Stone, Lucile ..... Burgin
Turpin, Mary Kathryn
High Bridge
Thomas, Albrow B. ..... Hindman
Taylor, Hiram H. ..... Spider
Waters, Virginia Henshaw ..... Goshen
Wilson, Lela Frances ..... Levee
Williams, Mrs. John L. ..... Pineville
Wills, Omar Robbins ..... Covington

CLASS 1917

Adams, Mattie ..... Sharpsburg
Allman, Carrie A. ..... Richmond
Boothe, Gertrude ..... Carlisle
Baughman, Sadie S. ..... Hustonville
Bourne, Mayme ..... Nicholasville
Bridges, Olla Ray ..... Stamp. Ground
Bronston, Jamie ..... Richmond
Brophy, Mary Irene ..... Jackson
Burton, Marietta E. ..... Danville
Carter, Va. Watts ..... Lancaster
Carpenter, Katie D. ..... Harrodsburg
Champion, Ebon ..... Lawrenceburg
Chandler, Eda S. ..... Owingsville
Clere, Easter L. ..... Catlettsburg
Cochran, Avonia ..... Berry
Coffey, Rena ..... Danville
Cooper, Anna E. ..... Bradford
Crowe, Lina B. ..... Paris
Crowe, Ida M. ..... Paris
Dalton, Lora I. ..... Zula
Demmin, Lillian W. ..... Covington
Dilgard, Louise ..... Ashland
Dotson, J. E. ..... Coleman
Ernst, Viola M. ..... Covington
Ewen, Mayme ..... Winchester
Falin, Winnie ..... Burr
Faris, Macie ..... Richmond
Galbraith, McClellan ..... Foster
Gilkerson, Florence ..... Winchester
Gillespie, C. G. ..... Yale
Goldenburg, Mary G. ..... Vanceburg
Harris, Mattie B. ..... Nicholasville
Haughaboo, Susan ..... Maysville
Hedden, Daphne M. ..... Lawrenceburg
Heflin, Francis I. ..... Winchester
Heflin, Serena ..... Winchester
Henry, Evelyn Price ..... Harrodsburg
Hill, Emery D. ..... Germantown
Hord, Anna M. ..... Richmond
Hubbard, Dillard ..... Crane Nest
Jones, Carrie B. ..... Hindman
Kenny, Katherine B. ..... Paris
Keyser, Sarah E. ..... Vanceburg
Lambert, Linwood K. ..... Rush
Lyon, Rachel C. ..... Hustonville
Marrs, Grace A. ..... Prestonsburg
Martin, Frances ..... Waddy
Martin, Lloyd L. ..... Crab Orchard
McKee, Miriam ..... Lawrenceburg
McKee, Martha Y. ..... Richmond
Moore, William ..... Booneville
Morgan, Luther Franklin ..... Caution
Murphy, Alfred L. ..... Strunk
Nolan, Stella ..... Poor Fork
Parard, Katherine ..... Ashland
Parker, Ruth R. ..... Ghent
Patrick, A. Hester ..... Carlisle
Perry, Bernard I. ..... Butler
Pratt, Sara Mildred ..... Catlettsburg
Prather, A. P. ..... Mt. Olivet
Roach, Dora E. ..... Lawrenceburg
Robertson, Iomgen ..... Augusta
Rowland, Clayton ..... Scoville
Saunders, Jean ..... Bronston
Schoenfeld, Effie ..... Richmond
Searcy, Mary S. ..... Lawrenceburg
Slack, Ida Mae ..... Dover
Sloan, Myrtle ..... Eubank
Smith, Katie B. ..... Richmond
Smith, H. Woodson ..... Barbourville
Sword, Adeline H. ..... Crystal
Tibbals, Sarah ..... Somerset
Trimble, Kathleen ..... Somerset
Vickery, J. E. ..... Bethesda
Vories, Marion H. ..... Campbellsville
Walker, Ellen ..... Richmond
Webb, Dermont G. ..... Nancy
Winn, Grace ..... Witt
Yeager, Carroll ..... Thealka

CLASS 1918

Burdette, Sallie S. ..... Stanford
Boudinot, Nancy ..... Frankfort
Brown, M. C. ..... Lawrenceburg
Boyer, Mary L. ..... Campbellsburg
Boyer, Martha K. ..... Campbellsburg

Cox, Caroline Lee ..... Ford
Cloyd, Pearl M. ..... Corbin
Cobb, Pluma ..... Owenton
Cotton, Beulah M. ..... Richmond
Chalkey, Mary Lillian ..... Covington
Chapman, Mollie V. ..... Quicksand
Duncan, Priscella Primrose ..... Sinai
Evans, Nora Lee ..... Nicholasville
Everett, Grace A. ..... Covington
Garrett, Mabel Cree ..... Trinity
Gregory, Anna Lee ..... Frankfort
Gentry, Minnie W. ..... Spiro
Horn, Ama V. ..... Harrodsburg
Miller, Maud M. ..... Nicholasville
Morton, Mabel ..... Waddy
Miracle, James T. ..... Monticello
Montgomery, Mrs. L. H. ..... Pineville
Ogg, Nina Rachel ..... Dilion, Mo.
Sanford, Carol Hudson ..... Covington
Scott, Amelia Jane ..... Nicholasville
Shearer, Nancy William ..... Red House
Steele, Flora C. ..... Frankfort
Trammel, Ella May ..... Pine Knot
Taphorn, Mary Martha ..... Covington
Wilson, Huldah ..... Midway
Webb, Bennie M. ..... Ashland
York, Lottie Alice ..... Vanceburg

CLASS 1919

Ballinger, Lucy ..... Barbourville
Burchett, Minnie ..... Louisa
Champion, Lois ..... Lawrenceburg
Greathouse, Stella ..... Keene
Gudgel, Mary F. ..... Frankfort
Hacker, Mrs. Mary ..... Major
Harlow, Lora Mae ..... Bagdad
Miller, Nina ..... Harrodsburg
Mills, Otto ..... Flat Lick
McDonald, Linnie ..... Ghent
Pettey, Alice L. ..... Richmond
Powell, Rachel Mae ..... Lancaster
Rankin, Maggie Lou ..... Lancaster
Scrivner, Pearl ..... Station Camp
Shelton, Mrs. Nancy ..... White Hall
Sothard, Mary ..... Middlesboro
Thomason, Christine ..... N. Middletown
Whaley, Lettie S. ..... Flemingsburg

CLASS 1920

Binder, Josephine ..... Kenton
Campbell, Elizabeth R. ..... Myers
Coates, Mabel Ruth ..... Richmond
Calebs, Mrs. Dora ..... Lancaster
Collete, Gertrude M. ..... Berea
Capps, Mary D. ..... Bethel
Clubb, Mary Isabelle ..... Pleasureville
Calico, Mamie ..... Richmond
Duncan, Archie Cosby ..... Richmond
Driggs, Mabel Loud ..... Covington
Gibson, Henry H. ..... Mayking
Hopkins, Maggie ..... Carlisle
Hughes, Sibyl ..... Pleasureville
Jefferson, Elizabeth ..... Mayslick
Jett, Laura V. ..... Winchester
Jones, Lillian B. ..... Williamsburg
Moore, Bessie May ..... Nicholasville
Meeks, Eugenia ..... Waddy
Montgomery, Sudie F. ..... Paris
Moss, Georgia ..... Stanford
Neal, Martha Maye ..... Mt. Olivet
Reed, Curtis ..... Elise
Risk, Louisa ..... Richmond
Stroker, Lelia E. ..... Bethlehem
Tyng, Mrs. Gladys ..... Richmond
Tilton, Jessie Lee ..... Lexington
Teater, Maude ..... Cox Creek
Thomason, Louvenia ..... N. Middletown
Tempelton, Lona M. ..... Moberly
Warren, Sudie T. ..... Franklin, O.
Williams, Lorena ..... Louisville
Williams, Martha E. ..... Florence

CLASS 1921

Adams, Mrs. Eliz. Cain ..... Falcon
Bisceglia, Barbara ..... Middlesboro
Baker, Myrtle Lee ..... Salvisa
Browning, Grace ..... Falmouth
Coates, Rowena ..... Richmond
Clifton, Louis ..... Dry Ridge
Covington, Hester Louise ..... Richmond
Dickerson, Lilly B. ..... Simpson
Dettwiller, Daisy D. ..... N. Middletown
Fincel, Clara Jane ..... Frankfort
Floyd, Marie ..... West Point, Miss.
Fouch, T. E. ..... Elliottsville
Gilvan, Bessie H. ..... Bethel
Griffin, Myrtle G. ..... St. Helens
Hawkins, Nannie Belle ..... Lawrenceburg
Huddleston, Patty Genevieve ..... Middlesboro
Jewell, James William ..... Burning Springs
Johnson, Ruth ..... Harrodsburg
Lackey, Mary Elizabeth ..... Berea
Long, Mildred May ..... Quicksand
McCollum, Mrs. Emma ..... Travelers Rest
McKinney, Mary F. ..... Richmond
Monson, Sadie B. ..... Cynthiana
Mullich, Anita ..... Dayton
Reynolds, Maggie ..... Nicholasville
Rigney, Ella ..... Hustonville
Roberts, Delaine ..... Mintonville
Schormann, Huldah ..... Ashland
Stipp, Maye ..... Winchester
Story, Virginia ..... Ashland
Turley, Amy D. ..... Richmond
Watts, Ovie ..... Harrodsburg
Watts, Elsie ..... Harrodsburg
Walker, Lula Kern ..... Perryville
Yates, Emma Irene ..... Covington

CLASS 1922

Adams, Eunie Mae ..... Union
Adams, Kerney Milner ..... Whitesburg
Bell, Martha White ..... Lawrenceburg
Broaddus, Ruth Marie ..... Lancaster
Bryant, Beulah ..... Middlesboro
Calico, Mattie ..... Richmond
Clark, Julia ..... Paris
Clark, Myrtle Marie ..... Mt. Olivet
Coates, Lana Martine ..... Richmond
Colyer, Adaline ..... Mt. Olivet
Combs, Bradley ..... Whitesburg
Congleton, Mrs. Conley ..... Richmond
Crook, Margaret ..... Lawrenceburg
Dettwiller, Josephine Clendenin ..... North Middletown
Farmer, Edna Southard ..... Middlesboro
Foster, Ray Pirtle ..... Marion
Fox, Amelia Elizabeth ..... Danville
Gentry, Sara Martin ..... Richmond
Gillispie, Mildred Ellen ..... North Middletown
Griggs, Mary Erle ..... Union City
Hall, Maye Edith ..... Pleasureville

Harlow, Pauline ..... Bagdad
Hart, Ethel E. ..... Maysville
Hayes, Alma ..... Olive Hill
Higgins, Herbert Talmage .. Pulaski
Hisle, Virginia Walker .. Richmond
Jones, Mary Joseph ..... Richmond
Latimer, Genia Ruth
Junction City
Little, Daniel Boone ..... Paint Lick
McDaniel, Mamie Clay
North Middletown
Moser, Walter Bryan .... Middleburg
Owen, Naomi Woodson ..... London
Owens, Mary Alma .. Mitchellsburg
Pendleton, Mattie E. .... Heidelberg
Perkins, Alice McGinnis
Williamsburg
Rice, Zelia ..... Richmond
Rush, Paul Moore .... Shepherdsville
Samuels, Eloise ..... Richmond
Sandlin, Christine ..... Richmond
Scott, Virgil B. ..... Butler
Smith, Anna May ..... Wasioto
Snyder, Bertha J. ..... Williamsburg
Soper, Ora Allen ..... Nicholasville
Strother, Carolyn Lucille
Campbellsburg
Taylor, Willard Cowan ..... Augusta
Tucker, Gladys L. ..... Parksville
Turley, Margaret ..... Richmond
Tyree, Ralph B. ..... Rice Station
Vosloh, Helen ..... Muncie, Ind.
Warner, Hattie C. .... Nicholasville
Watterfill, Mary Louise
Lawrenceburg
White, Joseph J. ..... Hustonville
Willoughby, Hortense .... Richmond

CLASS 1923

Acra, C. S. ..... Florence
Akens, C. N. ..... Portis, Kansas
Allan, Alberta Clore ..... Lagrange
Allan, Charlotte Ruth ..... Lagrange
Allan, Cordie Grace ..... Lagrange
Arnett, Edgar ..... Hendricks
Arthur, Alva ..... Catlettsburg
Boggs, Edith ..... Olive Hill
Botts, Josephine Chenault
Mt. Sterling
Campbell, G. W. ..... Walden
Carter, Margaret Ann
Flemingsburg
Clark, Della May ..... Mt. Sterling
Cochran, Lutie D. ..... Covington
Cochran, Mayme ..... Levee
Covington, J. Colemen .... Richmond
Cox, Ellen ..... Cynthiana
Cralle, Myrtle Marguerite
Covington
Davis, Edna ..... Nicholasville
Deatherage, Valinda ..... Richmond
Denny, Sam J. ..... Betsy
Desha, Sarah Snell ..... Cynthiana
Duckworth, Lucy M. ..... Cynthiana
Dunaway, William Dailey
Beattyville
Dunbar, Verna ..... Union City
Duncan, Mrs. Mae Kenney
Lexington
Elam, E. E. ..... Hyden
Elliott, Cecile ..... Frankfort
Goggin, Ruth Esther ..... Danville
Hansen, Eliza ..... Boyd
Hill, N. M. ..... Williamsburg
Hord, Laura Frances ..... Richmond
Hord, Ollie ..... Richmond
Hutchinson, Sarah ..... Richmond
James, Virginia Tevis .... Richmond
Jasper, Elizabeth ..... Somerset
Jayne, John ..... Richmond
Kalusy, Alice Mae ..... Eminence
Karrick, Louticia ..... Salt Lick
Kirk, Elsa Frances
Pewee Valley
Lane, Margaret ..... Richmond
Leathers, Hettie Marie ..... Sinai
Liles, Lovell ..... Vanceburg
Lutes, Esther Florence ..... Primrose
Martin, Susan Mary ..... Waddy
Martin, Tabitha ..... Stanford
Moss, Anna Britton ..... Stanford
Owens, Bess Alice ..... Pikeville
Owens, Thelma ..... Moreland
Parks, Anna Lee ..... Richmond
Pollitt, Ethel ..... Covington
Prewitt, John W. ..... Georgetown
Price, Lelia Myrtle ..... Richmond
Proctor, Roy Estes ..... Owenton
Ramsey, Jennie Elizabeth
Hustonville
Riley, Ruth ..... Covington
Risk, Margaret ..... Union City
Ross, Andrew J. ..... Richmond
Rouse, Carlos Raymond ..... Butler
Sammons, Eugene ..... Greenup
Shearer, Isaac B. ..... Frazier
Shearer, Morton ..... Bethesda
Simpson, Capitola ..... Corinth
Smiser, Louise ..... Cynthiana
Smith, Gladys ..... Richmond
Steele, Ida McKinley .. Mt. Sterling
Stocker, Earle Rey ..... Richmond
Stone, Fern ..... Paris
Taylor, Mrs. Ethel Tudor
Richmond
Telford, Josephine ..... Richmond
Templeton, Hobart ..... Hyden
Vice, Mabel Ruth ..... Moorefield
Vories, Marjorie ..... Campbellsburg
Waits, Lucille Alline ..... Cynthiana
Watson, Mrs. Bertie T. ..... Owenton
Watts, Audie ..... Harrodsburg
Wells, Lillian J. ..... Wilmore
Whaley, Margaret Katherine
Moorefield
Wilson, Maude ..... Kirksville
Wood, J. Herman ..... Pine Knot

CATALOG

of

Eastern Kentucky State Normal School and Teachers College

Richmond, Kentucky

1924

Announcement of Courses
1924-1925

EASTERN KENTUCKY REVIEW

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CALENDAR

1924

SEPTEMBER

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DECEMBER

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1925

JANUARY

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FEBRUARY

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MARCH

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MAY

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JUNE

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JULY

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AUGUST

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30	31	....	....	....	....	....

Calendar 1924-25.

FIRST SEMESTER 18 WEEKS

Enrollment of Students	Monday, Sept. 22, 1924.
Class works begins	Tuesday, September 23.
Entrance Examinations	September 22 and 23.
Holiday Recess	Dec. 19 to Dec. 29.
Class work resumes	December 29.
First Semester closes	Friday, January 23.

SECOND SEMESTER 18 WEEKS

Enrollment of Students	Monday, January 26, 1925.
Class work begins	Tuesday, January 27.
Entrance Examination	January 26 and 27.
Mid-semester opens	March 30.
President's Reception to Senior Class	Friday, May 22.
Examinations for Advanced Certificate and Senior Class	Thursday, May 21.
Second Semester closes	Friday, May 29.

COMMENCEMENT WEEK

Annual Sermon	Sunday, May 24.
Class and Field Day	Monday, May 25.
Examinations	Tuesday, May 26.
Commencement Play	Tuesday, May 26.
Examinations	Wednesday, May 27.
Last Chapel Conducted by Senior Class	Wednesday, May 27.
Presentation of Normal School Certificates	May 28.
Annual Alumni Business Meeting	Thursday, May 28.
Alumni Reception and Banquet	Thursday, May 28.
Commencement	Friday, May 29.

SUMMER SCHOOL 12 WEEKS

First Term (6 Weeks)

Enrollment of Students	Monday, June 1, 1925.
Class work begins	Tuesday, June 2, 1925.
Entrance Examintaions	June 1 and 2.
First Term of Summer School closes	Friday, July 10, 1925.

Second Term (6 Weeks)

Enrollment of Students	July 13, 1925.
Class work begins	July 14, 1925.
Entrance Examinations	July 13 and 14, 1925.
Second Term of Summer School closes	August 21, 1925.

BOARD OF REGENTS

McHENRY RHOADS
State Superintendent of Public Instruction, Ex-Officio Chairman

JUDGE J. W. CAMMACK, Owenton, Kentucky
Secretary of Board
Term Expires 1928

HON. C. F. WEAVER, Ashland, Kentucky
Term Expires 1928

HON. H. M. BROCK, Harlan, Kentucky
Term Expires 1926

HON. J. A. SULLIVAN, Richmond, Kentucky
Term Expires 1926

EXECUTIVE COMMITTEE

HON. J. A. SULLIVAN, Chairman HON. PAUL BURNAM, Secretary
HON. McHENRY RHOADS HON. H. M. BROCK
PRESIDENT T. J. COATES

NORMAL EXECUTIVE COUNCIL

HON. McHENRY RHOADS
Ex-Officio President of the Council

H. H. CHERRY,
President of Western Normal, Vice President of the Council

T. J. COATES,
President of Eastern Normal, Secretary of the Council

The Faculty

THOMAS J. COATES, A. B. and A. M.
President of the Normal School and College
In present position 1916.

DR. HOMER E. COOPER, A. M. and Ph. D.
Present position 1924.

MARIE L. ROBERTS,
Graduate Western College for Women, Oxford, Ohio.
Dean of Women
In present position 1915.

WREN JONES GRINSTEAD, A. M. and Ph. D.
Education and Latin
In present position 1906.

C. E. CALDWELL, A. B. and A. M.
Mathematics
In present position 1912

R. A. FOSTER, A. B. and A. M.
English
In present position 1921.

CHARLES A. KEITH, A. B. and A. M.
History and Social Science
In present position 1912.

NANCY MYERS, A. B. and A. M.
French
In present position 1923.

JAMES RUSSELL ROBINSON, A. B. and A. M.
Registrar—History
In present position 1918.

ANNA A. SCHNIEB, A. B. and A. M.
Education
In present position 1923.

REX W. COX, B. S. and M. S.
Agriculture
In present position 1918.

MEREDITH J. COX, A. B. and A. M.
Chemistry and Physics
In present position 1924.

MELVIN E. MATTOX, B. S. and A. M.
Director Training School
In present position 1924.

GEORGE DRURY SMITH, B. S. and A. B.
Nature Study, Botany, Zoology
In present position 1908.

VIRGIL E. BURNS, A. B.
History
In present position 1924.

LORNA BRESSIE, B. S.
Geography
In present position 1922.

G. O. BRYANT, A. B.
Mathematics
In present position 1924.

JAMIE BRONSON, A. B.
Critic Rural School, Grades 5, 6, 7, 8
In present position 1923.

ISABELLE BENNETT, A. B.
Assistant Librarian
In present position 1924.

PEARL BUCHANAN, A. B.
English—Reading and Expression
In present position 1923.

JANE BELL, B. S.
Home Economics
In present position 1924.

ASHBY B. CARTER, B. S.
Biology and Director of Farm
In present position 1920.

SUE E. CHENAULT, A. B.
Extension

MARY B. DEANE, A. B.
Geography
In present position 1911.

NOBLE G. DENISTON, B. S.
Industrial Arts
In present position 1919.

RUTH DIX, B. S.
Home Economics
In present position 1923.

*R. A. EDWARDS, A. B.
Education
In present position 1918.

MARY FRANCES McKINNEY, B. S.
Critic Teacher, Grades 8 and 9
In present position 1923.

WINNIE DAVIS NEELEY, B. S.
English
In present position 1924.

RUTH PERRY, B. S.
Physical Education for Women
In present position 1924.

MAE POWELL, B. S.
Critic Teacher, Grades 7 and 8
In present position 1924.

FRANCES POTTER, A. B.
Critic Teacher, Grades 2 and 3
In present position 1924.

R. DEAN SQUIRES, A. B.
Director of Extension
Education and Latin
In present position 1922.

PAUL A. BARNES
Certificate and Diploma, Cincinnati College of Music
Piano

JOHN ORR STEWART, A. B.
Public School Music
In present position 1922.

HAMBLETON TAPP, A. B.
English
In present position 1923.

C. M. WADE, B. S.
Agriculture
In present position 1924.

*On leave of absence.

EDNA ZELLHOEFER, A. B.
English
In present position 1922.

ISAAC H. BOOTHE, B. Ped.
Mathematics
In present position 1907.

CARA BOLDRICK, Graduate of St. Catherine's Academy
Art
In present position 1923.

MAUD GIBSON, Graduate of Lebanon Normal University
Art
In present position 1910.

MAY C. HANSEN, Graduate Oshkosh State Normal School
Critic Teacher, Grades 1 and 2
In present position 1912.

GEORGE N. HEMBREE, B. C. S.
Athletics
In present position 1920.

MRS. STANTON B. HUME, Kentucky Presbyterian Normal School
Industrial Arts
In present position 1910.

MARY ESTELLE REID,
Graduate of Library Administration, University of Nashville
Librarian
In present position 1911.

*BROWN E. TELFORD,
Graduate Lewisburg Seminary and Conservatory of Music
Public School Music and Piano
In present position 1917.

MRS. JULIAN TYNG,
Graduate Eastern Kentucky State Normal School and Teachers College
Critic Teacher, Grades 5 and 6
In present position 1920.

CARRIE M. WATERS,
Course in Library Economy, Nashville Carnegie Library
Assistant Librarian
In present position 1921.

*On leave of absence.

GERMANIA WINGO,
Graduate State Normal School, Farmville, Virginia
Critic Teacher, Grades 4 and 5
In present position 1920.

HETTIE LEATHERS,
Graduate Esatern Kentucky State Normal School and Teachers College
Rural Critic Teacher, Grades 5, 6, 7, 8
In present position 1923.

MARGARET LINGENFELSER,
Graduate Eastern Kentucky State Normal School and Teachers College
Rural Critic Teacher, Grades 1, 2, 3, 4
In present position 1923.

MINNIE PIGG,
Graduate Eastern Kentucky State Normal School and Teachers College
Rural Critic Teacher, Grades 1, 2, 3, 4
In present position 1924.

Faculty Organization

Alumni and Senior Class
Foster, Leathers, Tyng, McKinney, Bronson

Certification and Graduation
Cooper, Robinson, Grinstead, Foster, Caldwell, Mattox, Roberts

Classification and Student Schedules
Keith, Mattox, Cox, Foster, Grinstead, Caldwell, Smith, Cox, M., Boldrick, Dix, Deniston, Stewart, Hembree, Perry, Burns, Schneib, Wade, Zellhoefer, Myers, Bryant, Carter, Gibson, Bell, Tapp, Buchanan

Credits and Credentials
Caldwell, Grinstead, Mattox, Foster, Robinson, Cooper

Entrance Examinations
Squires, Myers, Bressie, Boothe, Cox, Rex

Lyceum Course and Entertainments
Grinstead, Stewart, Buchanan, Caldwell, Barnes

Library Committee
Reid Grinstead, Foster, Keith, Mattox, Caldwell, Smith, Robinson, Cooper

Athletics
Carter, Hembree, Perry, Squires, Keith

Societies and Forensics
Squires, Buchanan, Grinstead, Roberts, Smith

Publicity and Student Publications
Deniston, Tapp, Zellhoefer, Neeley, Burns

The Review
Foster, Grinstead, Keith, Schneib, Mattox

Students Welfare, Discipline and Grievances
Smith, Mattox, Keith, Roberts, Deane, Bryant

Rules and Regulations
Coates, Cooper, Roberts, Robinson, Squires, Grinstead, Cox, R., Foster, Keith, Caldwell, Smith, Cox, M., Dix, Deniston, and Mattox

Socials and Receptions
Hume, Roberts, Dix, Hembree Deniston

Class Officers

THE NORMAL SCHOOL

Provisional Elementary Certificate of Second Class.....Mr. Burns
Provisional Elementary Certificate of First Class.....Mr. Tapp
Standard Elementary Certificate .....Mr. Mattox

THE TEACHERS COLLEGE

College Elementary Certificate .....Mr. Squires
Advanced Certificate .....Mr. Grinstead
Senior Class .....Mr. Foster

Administrative Force

G. M. Brock Business Agent

Earl P. McConnell, Bookkeeper

Katherine Morgan, Secretary to the President

Mrs. Hart L. Perry, Asssitant to the Registrar

Maye M. Waltz, Secretary to the Business Agent

Mary Louise Waterfill, Secretary to the Registrar

Sue E. Chenault, Assistant to Director of Extension

Elizabeth Young, Secretary to the Dean

Mrs. Cynda Karr, Dietitian and Dining Hall Supervisor

Mary Sullivan, Housekeeper, Sullivan and Burnam Halls

Ernest Warder, Book Store Clerk

Corynne Lowe, Stenographer, Business Office

W. A. Ault, Superintendent of Power Plant, Buildings and Grounds

HISTORY OF THE SCHOOL

On January 6, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison county, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2, and in the Senate on March 9, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21, and as the bill carried an "emergency clause," it became a law at once.

On April 5, 1906, the Governor appointed the commissioners to locate the two Normal Schools. Messrs. B. M. Arnett of Nicholasville, John Morris of Covington, George Payne of Paducah, George B. Edwards of Russellville, Basil Richardson of Glasgow, E. H. Mark of Louisville, and M. G. Watson of Louisa, constituted the commission.

On May 1, 1906, the commission visited Richmond to inspect the site offered by that city and on May 7 it met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named: Hon. James H. Fuqua, Sr., State Superintendent of Public Instruction, ex-officio Chairman; Hon. J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon. Fred A. Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2 and elected Ruric Nevel Roark, at the time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. Dr. Roark died April 14, 1909, and Mrs. Roark was elected acting president on April 16. She served in this capacity until March 18, 1910, when John Grant Crabbe, then Superintendent of Public Instruction, was elected president. Dr. Crabbe served as president until September 1, 1916. On June 16, 1916, he resigned, to take effect September 1, to accept the presidency of Teachers College, Greeley, Colo-

rado. On September 5, 1916, the Regents, in session at Lexington, Kentucky, elected T. J. Coates to the presidency and he entered upon his term of office September 7. Since that time he has held the position.

SUPPORT OF THE SCHOOL

The Act of the General Assembly of 1906 gave to the Eastern School an appropriation of $20,000.00 and $5,000.00 for equipment. Under an act of 1908 the school secured an additional annual appropriation of $20,000.00 and a special appropriation of $150,000.00 for new buildings and equipment. In 1912 an additional appropriation of $35,000.00 was secured. This brought the annual maintenance up to $75,000.00.

The General Assembly of 1918 passed an act changing the support of the Normal Schools to a millage basis and repealed all annual appropriations under which the institution had been operating. According to the new act, the Eastern Kentucky State Normal School received five-eighths of one cent upon each one hundred dollars of assessed taxable property in the State. This produced an income of $153,684.72 in the year 1923-24. During the year 1922-23, the school received from special inheritance tax from the Bingham Estate about $35,000.00. The Legislature of 1920 gave the school a special appropriation of $150,000.00 to build dormitories. The Legislature of 1922 passed an act enabling the Eastern and Western Normal School to become four year teachers colleges with the power to grant degrees, and Eastern will grant her first degrees in 1925. The Legislature of 1924 eliminated the line hitherto dividing the Eastern and Western schools so that students may go to either school they choose. It also passed an act relating to their maintenance. Since 1918, as said above, the schools have been receiving 5/8 fortieths of the tax. The law of 1924 gave to Eastern 7/10 thirtieths of certain taxes. Whether this act will produce more or less revenue remains to be seen.

GROWTH OF THE SCHOOL

The site offered for the location of the Eastern School was not offered by the city, strictly speaking, but by a corporation

known as the Walters Collegiate Institute, a corporation that had possession of the property formerly owned and occupied by "Central University," a Presbyterian school. It did not offer all the property owned by that institution, but retained the property now occupied by the department of music, the four cottages, and a strip of land lying back of the President's House in the northeast corner. The property, now known as the President's House, was then owned by a private individual and, of course, was not offered. The site that was offered and accepted consisted of about thirty-five acres, together with the University Building, Memorial Hall, and the little gymnasium that was burned. The value was estimated at $150,000.00; it is much more valuable now.

The school has received two special appropriations of $150,000.00 each since it became a state institution. Out of the first, in 1908, the Roark Building, Sullivan Hall (without the annex), and the Power Plant were built at a cost of $136,304.76; out of the second and savings in 1920, Burnam Hall and the annex to Memorial Hall were built at a cost of $187,497.00.

Out of their savings from time to time in the last sixteen years, the Regents have purchased Faculty Row—four cottages—at a cost of $15,000.00, Walters Collegiate Institute (the Music Building) for $10,000.00, a strip of land back of the President's House (the Patton lot) at $565.00, the President's House at $12,000.00. They have built the annex to Sullivan Hall at a cost of $34,008.15, the Cammack Building (Training School) at a cost of $56,505.00, and the new gymnasium at a cost of $15,544.77. They purchased a farm, Old Stateland, for $18,280.00, sold it for $29,894.65 and purchased the present farm of 148.63 acres for $45,332.15. Recently they erected a New Library at an expense of $55,342.55, and purchased an addition to the farm of 17.33 acres for $12,250.00.

In addition to the foregoing they have expended in repairs and equipment many thousands of dollars, so that the present value is close around $870,961.22. Counting the appreciation of property through the years, the plant is worth over one million dollars.

LOCATION OF THE SCHOOL

The home of the Eastern Normal School and Teachers College is a little city of about 6,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the moutain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Central University, the famous Presbyterian institution which was removed to Danville and united with Centre College in 1901. The campus lying between South Lancaster avenue and South Second street is one of the most beautiful in the south. It has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buildings include:

University Building—A fine old landmark, remodeled and properly equipped for recitation rooms. The Assembly Hall with balcony is on the second floor of this building. Here chapel and assembly exercises are held. This assembly room has recently been remodeled and reseated with handsome opera chairs.

Ruric Nevel Roark Building—This handsome new building is named in honor of the founder and first president. It was erected in 1909, at a cost of $45,000. The laboratories for physics, chemistry, biology and agriculture are located on the first floor. These laboratories are well equipped for special and individual study. The other floors are used for recitation rooms, President's office, Dean's office, and the Business office.

James W. Cammack Building—This magnificent building stands eighty feet south of Ruric Nevel Roark Building, and fronts equally with it on Lancaster avenue. It cost about as much as the Ruric Nevel Roark Building, and is devoted almost entirely to the Model and Practice Schools. For this purpose its rooms are especially constructed so that each critic teacher may be able to supervise practice teaching in her own room and three smaller rooms connected with it.

Memorial Hall—This is a good dormitory for men. An annex has just been completed which enables it to accommodate about 100 more students. The new rooms are models with large, roomy closets and hot and cold water in each room. This Hall is in charge of a resident member of the faculty, Prof. C. A. Keith, Dean of Men.

Sullivan Hall—This dormitory for women was built in 1909 at a cost of $45,000. It was named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms, large kitchen and dining halls, all equipped with every modern and sanitary appliance known. The resident Dean of Women is in charge of the hall, and personally cares for the home life of women students. A competent housekeeper is employed. A substantial annex to this hall accommodates seventy-five young women.

Burnam Hall, just completed, is a beautiful new dormitory for women, which will accommodate about 125 people. It was named by the Regents in honor of the late Judge A. R. Burnam, of Richmond, who did so much in securing the first large appropriation for the school, and who, to the day of his death, was a strong friend of the school. The rooms of the girls are models, with two large, roomy closets, and hot and cold water in each room. It is believed that the plan of the rooms is the last word in dormitory planning. In the front of this building, there is a large lobby, or parlor, probably the most beautiful room on the campus. In the basement, but above the ground, are the kitchen, dining room, and large play room. The completion of this building enables us to accommodate on the campus approximately 350 women.

The Power Plant was erected in 1909 at a cost of $40,000. It contains the lighting and heating apparatus for supplying all the buildings on the campus. The electrical equipment consists of two 50 K. W. 1,100-volt A. C. generators, and the switch board and the necessary instruments for the distribution of the electrical energy.

Heating—The heating plant supplies low pressure steam to all radiators in the different buildings and the years' operation of the plant shows it to be highly efficient and satisfactory. The plant is considered one of the best power plants in the State of Kentucky. The Manual Training Shops are located on the second floor of this building. Individual equipment for shop work is provided.

New machinery has been purchased for the Manual Training Department, and forge and iron repair work will be added in an annex to the building to be built.

New Stateland Hall is a very large and beautiful brick dwelling situated on the farm. It contains nine rooms which have been furnished and equipped with modern conveniences for the students who are to occupy the rooms in this hall. It is large enough to accommodate approximately thirty young men. The young men who are primarily interested in agriculture are expected to room in this hall.

The President's House is situated on the northwest corner of the campus, facing Lancaster avenue, just north of the Roark Building. It is a large, two-story brick building, containing twelve living rooms and two halls. It was purchased by the Regents in order to complete the symmetry of the campus, and to protect it from possible undersirable buildings in the future, which would mar the beautiful campus. The President is expected to live in this home in order to protect the buildings and grounds, to have continuous oversight of the student-body that lives in the dormitories and uses the campus, and to be accessible to the public at all times.

GYMNASIUM

The gymnasium is a large frame building which has just recently been erected on the campus. It is well equipped with all the working apparatus of the modern gymnasium. It con-

tains one of the largest basketball floors in the State. The building is also used as an auditorium and it will seat approximately twelve hundred people.

New Library Building—A new library building has just been completed at a cost of $55,342.55. It is a two-story building, fireproof throughout. It is easily the most beautiful building on the campus, and will accommodate about two hundred students at one time. It is located just east of the University Building where the tennis courts used to be.

Cottage One—This cottage has just been made over into a home for the Home Economics Department. The cooking and sewing departments occupy the upper floor and the sewing departments occupy the lower floor. This building is one of the most beautiful in the interior on the campus. Steam heat and running water have been installed throughout the building.

Cottages Two and Three—These cottages have been renovated throughout, and steam heat and running water have been put into all the rooms. The rooms are now equal in every respect to those in Sullivan and Burnam Halls. They will accommodate from eighteen to twenty women each.

Cottage Four—This cottage is now occupied by the family of the Superintendent of the Buildings and Grounds on the lower floor, while young gentlemen teachers occupy the upper floor.

NEW STATELAND

Eastern owns an Excellent farm of 148 acres. This farm was purchased in January, 1923. It bounds the original campus on the east and south. In many respects the acquisition of the farm represents one of the finest assets the school has acquired in the history of the institution. The fact that it is contiguous to the campus makes it possible for the classes in agriculture to use the farm as a laboratory without a loss of time in moving from the class room to the farm. The activities of the farm are those usual in this part of the state except we do not grow hemp and tobacco. There is a dairy herd composed of pure bred and grade Jerseys and Holsteins. The policy of eliminating the Jerseys and substituting Holsteins

because of their larger milk production will continue until an adequate herd of Holsteins is acquired. Pure bred Duroc hogs are raised and a colony of pure bred poultry is being bred.

This farm is owned and operated for the following purposes:

1. To be used for laboratory and demonstration purposes in relation to the Department of Agriculture of the Normal School and Teachers College.

2. To give the students attending the school work to help them pay expenses.

3. To furnish the dormitories with milk, eggs, meat and vegetables in season, thus lowering the cost of living to students in the school.

While New Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses and to pay gradually for needed improvements.

GENERAL INFORMATION

SCHOOL YEAR

The school year is divided into semesters of eighteen weeks each and a Summer School of twelve weeks. An opportunity will be given to students to enter at the middle of the second semester, March 30. Only a limited number of courses can be offered at this time. Students who enter at the mid-semester may secure credit for a half semester's work. The Summer School of 1925 will be twelve weeks in length. Students may enroll for the entire Summer School, or for either half.

EASTERN ON SEMESTER BASIS

The ten-week term has been abolished in favor of the semester. This is in line with the custom prevailing in most of the Normal Schools and Colleges of the country. The semesters will be eighteen weeks in length. Students are expected to enter at the first of the semester and to remain through the entire semester if they expect to earn credit on their work.

WHEN TO ENTER

Students should enroll on Monday and Tuesday at the opening of the semester. Those applying for entrance after Wednesday, will be charged an additional fee and they will be placed on a reduced schedule of work. No student will be received after the first week of a semester. We will receive students on the following dates:

September 22—Opening First Semester
January 26—Opening Second Semester
March 30—Opening Mid-semester
June 1—Opening Summer School
July 13—Opening Second Term of Summer School

APPOINTMENTS

Students may receive appointments from their County Superintendents or their City Superintendent or Principal. Appointments are good until all the courses are completed.

EXPLANATION OF CREDITS

All work in the Normal School courses for the Provisional Elmentary Certificate and the Standard Elementary Certificate is estimated in Carnegie high school units. A subject pursued for one semester, reciting five times a week, gives a student a credit of one-half unit.

All work in the College is measured in semester hours, a semester hour being eighteen fifty minute recitations. College subjects have different values determined by the number of hours of recitations per week. The semester hour value of each course is stated in the catalog.

BRING YOUR CREDITS

If you have completed work in an accredited high school or other approved institution, bring with you or have your principal send before you enter a complete statement of your work. These credentials will be of great value to you if you are enrolling as a new student.

CERTIFICATION AND GRADUATION

Certification and graduation are recommended by the faculty, on the basis of scholarship, skill in teaching, initiative, personality, habits and character; no one will be considered by the faculty for certification or graduation unless he has been first recommended by the Committee on Certification and Graduation. Certificates are issued by the Board of Regents on the recommendation of the faculty of the institution.

THE STUDENT'S LOAD

Under the rules of the faculty, no student in the Teachers College shall take more than sixteen semester hours of college work. In special cases, however, a student may be permitted to take eighteen semester hours of college work.

Students in the Normal School, pursuing work of secondary level, will be permitted to carry two and one-half units of work during a semester.

STANDARD OF WORK

If a student fails to do satisfactory work, he will be warned and conditioned at the middle of any semester. If his work continues to be unsatisfactory, he will be dropped at the end of the semester.

SYSTEM OF GRADING

All grades are reported in letters on a five-point scale: highest, A; next highest, B; middle group, C; next lowest group, D and Z; lowest group, F. The following is the interpretation placed upon the grading:

A—Excellent
B—Good
C—Average
D—Poor
Z—Conditioned
F—Failure

Not more than four grades of D will be counted in credit toward any one certificate.

ALUMNI ASSOCIATION

The purpose of this organization is to promote fellowship among the ever-increasing number of graduates and to stimulate a mutual interest between the institution and her former students. Now that the school has been given the right to become a teachers' college, the association expects to see many of its members returning to the campus.

Both graduates and former students are included in the membership of the association, and there are no fees. All who wish to get in touch with the organization, write R. A. Foster, Richmond, Ky.

SCHOOL ORGANIZATION

Discipline—Eastern is responsible to the state for the character and scholarship of its graduates—those who are to teach in the public schools. The institution will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teachnig, or if they are found unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary here. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls here with the assurance that their safety, their general culture and their education will be carefully guarded.

The School Day—Work begins in the class rooms at 7:30 a. m., and some classes are to be found in operation at each hour until 5:00 p. m. Physical education and athletics occupy the latter hours of the day. All class periods are fifty minutes in length with ten-minute intermissions between classes.

The School Holidays—Eastern observes all the regular legal holidays that occur during the year's work. About ten days are given over to the holiday season at Christmas and New Year.

Christian Associations—The institution is not denominational in any sense. Its positive influence, however, is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday Schools in the city. The Young Men's club and the Young Women's Christian Association have a large membership. The associations meet every Sunday afternoon in a devotional meeting. These organizations are doing a great work in the school and new students should join them and become active workers. Vespers will be conducted on the campus each Sunday afternoon during the Summer School for the entire summer.

Lecture Course and Entertainments—Eastern maintains a high grade lecture course for the benefit of the students. Each student is able to attend the course without expense.

Societies—There are two splendid literary societies at Eastern. One is maintained for the students of the Normal School and the other for those who are in the Teachers College. The Normal School society has been named in honor of the first President of Eastern. It is known as "Ruric Nevel Roark Society." It is one of the largest and most helpful organizations on the campus. Every ambitious Normal School student is urged to become an active member of this society.

The Teachers College society is named for the great champion of common schools in America. It is known as the "Horace Mann Society." Students who are doing college work are expected to identify themselves with this splendid organization.

Membership in both of these societies is voluntary, but the most efficient and most capable students are always found identified with one of these organizations. The societies are self-governing and they meet regularly on Thursday evenings.

Model and Practice School—Eastern maintains throughout the entire school year a model and practice school for demonstration and directed-teaching purposes. The school consists of eight grades. All the grades are used for demonstration and directed-teaching.

RURAL PRACTICE SCHOOLS

Eastern is cooperating with the County Superintendent and the County Board of Education in making an ideal two-teacher country school at Kavanaugh, about two miles east of Richmond, and a two-teacher country school at Green's Chapel, about two miles south of Richmond. Eastern recommends and the County Board elects graduates of the institution to teach these schools. Normal School students are transported to and from these schools in an automobile and here they observe good teaching and do their directed teaching.

STUDENT PUBLICATIONS

"**The Milestone,**" established 1922, is an annual published each year by representatives of the senior class. This publication contains photographic and statistical records of all organizations and events in the past college year. The staff consists

of an editor-in-chief, associate editor, art, literary, photographic, advertising, society and joke editors and a business manager. Elections to the editorial department are part competitive and part elective by the class.

Another very important publication, established in 1922, is **"The Eastern Progress,"** the newspaper of the Normal. Work on this paper calls for "covering" lectures, meetings, athletic games and events not in regular routine, or "hunches." Members of the faculty make frequent contributions on their various fields of study. This publication not only contains news of interest to the students, but articles that will interest alumni and teachers throughout eastern Kentucky.

There are enough extra curricula activities at Eastern to suit everybody's taste, so when you come to Eastern, go out for some one of them the minute you enter.

These publications offer widespread opportunities for the energies and talents of men and women who do not possess athletic ability. You will find that your work on these publications will give you an unrivalled opportunity to become acquainted with your surroundings and your college mates. Many have said that their chief benefit from a college education has come from just such self-directed activities.

Eastern Kentucky Review—This publication is the official bi-monthly review published by the Normal. It is edited by the Faculty. If you are interested write for it—free.

Athletics—It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

The various teams are under supervision, and all students of good class standing, who are physically qualified, may compete for a place on the teams.

The football season extends from the beginning of the fall term up to about Thanksgiving; the basketball season lasts from Thanksgiving on through to baseball weather; the baseball season continues from first suitable weather to the end of the second semester.

THE LITTLE THEATRE

The Little Theatre movement, which has created such widespread interest throughout the country during the past

few years and especially in Kentucky during the last year, has invaded the campus at Eastern, and has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived only when special activities are entered into.

MEDALS

Eastern is encouraging oratorical and debating contests. Medals will be given this year to the winner of the Boys' Oratorical contest, of the Girls' Reading contests and of the Boys' Declamatory contest. Medals will also be given for the best essay and the best debater in the Alumni Debate. A loving cup will be given to the winning team in the annual debate.

THE SUMMER SCHOOL OF 1925

The Summer School of 1925 will open June 1. The term will be twelve weeks in length. Courses will be arranged so that students may take the entire work of the term, or they may drop out at the end of six weeks and receive half credit for their work. An opportunity will, also, be given for the students to enter at the middle of the Summer Term, July 13, and they may secure credit for a half term's work. The regular faculty will be in charge. A number of specialists will be employed to supplement the work of the regular faculty. Twelve hours of credit may be secured by those taking work in the Teachers College. Two units of credit will be given to students who are pursuing secondary work.

The Summer School is organized especially to fit the needs of graded and city school teachers. This is the only opportunity which these teachers have to secure additional professional training and Eastern will, therefore, offer such courses as may be highly beneficial to these teachers.

NOTE.—Students who leave school without the consent of the President are automatically suspended from the school. This does not apply at the regular time for closing.

EXPENSES AT EASTERN—Boarding and Rooms

Memorial Hall and the large brick dwelling on New Stateland Farm adjoining the Campus are the men's dormitories. These two dormitories will accommodate 200 men. Memorial Hall has just been overhauled and renovated. It is in excellent condition. This hall is completely furnished, lighted by electricity, heated by steam, equipped with baths and shower, and is comfortable and convenient at all seasons of the year.

Rooms in the dormitory on New Stateland Farm are completely equipped with new furniture and are equally as desirable as those in Memorial Hall. These rooms range from one dollar to one dollar and seventy-five cents per week for each student.

Sullivan Hall, Burnam Hall and the Cottages are the women's dormitories. These dormitories will accommodate 350 women students. These rooms range from one dollar and a quarter to one dollar and seventy-five cents in price.

Rooms in Sullivan Hall and Burnam Hall are completely furnished, steam heated and lighted by electricity. Rooms in the cottages are equipped similar to those in the halls.

Young women are expected to room on the campus when attendance does not exceed the capacity of the dormitories unless for special reasons they are granted permission by the Dean of Women to room elsewhere.

When the attendance is greater than the capacity of the dormitories, students holding county appointments shall have preference for rooms on the campus.

Pupils under sixteen years of age will not be received in the dormitories or dining rooms on the campus.

Subject to the above exceptions, students in residence have precedence in selection of rooms.

ARTICLES TO BE FURNISHED BY STUDENTS

Whether rooming on the campus or in private homes, students are required to take care of their rooms and to furnish two pairs of pillow cases, three sheets, spreads and comforters or blankets, towels, soap, runners for tables and dresser, and table napkins and napkin rings.

A deposit of three dollars will be required of each occupant of any room on the campus to guarantee the proper care of room and furnishings in buildings used for dormitory purposes. Upon proper endorsement at the termination of student's stay in school, the whole or such part as may be due after deduction for damage is made, will be returned to student.

Room rent and deposit are payable in advance.

HOW TO APPLY FOR A ROOM RESERVATION

Students wishing to engage rooms either on the campus or in town, should write the President for application blanks which should be filled out promptly and returned to the President. These applications are filed in the order of their dates and, in that order, assignments are issued.

Applications for either semester will be received any time after the first of May of the preceding year, but only for the first semester can reservations be issued promptly. In September, the dormitories are filled with students; applicants for rooms at later dates can be placed only as vacancies occur; seldom are releases received until near the close of the semester.

When an assignment to a room on the campus has been received, a reservation fee of two dollars should be sent to the Business Office (address T. J. Coates, President) within ten days from date, or else the assignment becomes void. This fee will be applied as a part of room rent at the opening of the semester for which reservation is given, if receipt for this two dollar fee is presented to the Business Office at the time of paying the remainder of the room rent.

The holder of a reservation may receive the refund of fee by request in writing not later than ten days before the opening of the semester for which reservation is given.

Room reservation is void if not claimed by Monday night of the opening of the semester and the fee is forfeited. Room reservations are not transferable. Individuals who cannot take up their assignments must surrender them to the school.

An application for a room transferred to a later semester, is entered under the date of the transfer, not under the original date of the application.

The school maintains a list of private homes which agree to take student roomers under conditions and rates accepted by the landladies and by the school.

Students should not engage rooms or board before ascertaining from the school that the landlady's name is on the approved list. The fact that students have roomed or boarded at a home during some previous year is not necessarily a guarantee that the home is at present on the approved list. Students desiring to room with relatives or friends should notify the Dean of Women, or the Dean of Men, as the case may be, of such intention as early as possible before coming, to secure the school's approval if it can be given.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are alike subject to the regulations, control and supervision of the school.

To enjoy student life to the fullest extent, one must become a member of the big dormitory family. Write for your room reservation now. Those who apply early will get better accommodations.

BOARD

Men and women students occupying rooms on the campus are expected to take their meals in one of the College Dining Rooms. **All board is payable in advance.** Students have the privilege of taking their meals in the regular dining rooms or in the student cafeteria. In the former the rate is $3.50 per week, in the latter meals range from $4.00 to $5.00 per week. $5.00 cafeteria tickets are sold students for $4.75. Most students average a ticket a week.

No deduction is allowed in regular table board for few days' absence at beginning or close of semester. Board for less than half semester is $4.00 per week, paid in advance.

Room rent and board will not be refunded except in the case of real sickness. No deductions can be made in table board for a few days' absence at the beginning or the end of

the semester; when board is paid for less than half semester in advance the rate is $4.00 per week.

Incidental Fees—Each student pays an incidental fee of $4.00 per semester when he enrolls. This is not a matriculation or enrollment fee, but it is to cover library, gymnasium and athletic fees, lecture courses and contingent expenses. The incidental fee is paid by all students and is not refunded. After the opening day, late comers must pay $1.00 extra fee. It pays to be on time.

Special Fees—Those who take special subjects pay for materials only, as follows:

Domestic Science, per semester	$ 4.00
Chemistry, per semester	5.00
Biology, per semester	2.00
Manual Training, per semester	4.00
Handwork, per semester	5.00
Music Lessons, per semester (two lessons per week)	24.00
Music Lessons, per semester (one lesson per week)	15.00
Piano Practice, per semester (one hour per day)	5.00
Violin Practice, per semester (one hour per day)	4.50

Tuition Fees—Appointees will receive free instruction for the time necessary to complete the course in which they matriculate. Non-appointees from Kentucky and other states will pay the following fees in advance.

For any one semester except the Summer School	$27.00
For the Summer School	18.00

County Superintendents-elect, or already in office, will be charged no tuition.

Necessary Expenses for One Semester

Board	$63.00
Room Rent	$22.50, $27.00, 31.50
Incidential Fee	4.00
Total	$89.50 to $98.50

NOTE:—Each room on the campus has a certain number of students assigned to it. When the students regularly assigned to a room request that an additional student occupy the room with them, a reduction of $4.50 (25 cents a week) will be made to each student in the room.

DEPARTMENT OF EXTENSION

PURPOSE

The purpose of the Department of Extension of Eastern is to make the resources of the institution available in as many ways as possible to as many people as possible. People who are unable to avail themselves of the advantages offered in resident study have a just claim upon the state for some sort of educational opportunities. Also, people who can spend only a limited time in resident study are enabled to supplement this with additional instruction such as the Normal School was created to give.

FOR WHOM INTENDED

Extension work as offered by the Eastern Kentucky State Normal School and Teachers College is intended for four classes of people: (1) Students who have attended the school and who expect to return to secure a certificate or to graduate; (2) teachers who expect to attend the institution but who want to work off a few credits before entering while teaching; (3) teachers who wish to qualify to meet the high school requirements of the new school law; (4) teachers who must continue teaching the whole year and who want to improve their scholarship.

CHARACTER OF THE COURSES

The correspondence courses are the same as those given in the class rooms of the institution.

PROCEDURE IN SELECTING A CORRESPONDENCE COURSE

If you wish to take a correspondence course, examine the courses described in this catalog. If you find a course that suits you, write to R. Dean Squires for enrollment application blank which you will fill out and return to him enclosing remittance for enrollment and instruction fees.

REGULATIONS

Admission—Students will be admitted to correspondence courses under the same conditions that govern admission to resident classes. Completion of the eighth grade is required for enrollment in a high school course; completion of a four-year high school course is required for admission to a college course. Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution."

For admission to college courses, evidence of completion of a four-year high school course must be submitted.

All communications in regard to credits or admission should be addressed to J. R. Robinson, Registrar.

Beginning—Students may begin correspondence work at any time during the year. We will not guarantee, however, that there will not be some interruption of the work during the four weeks' summer vacation.

Fees—An enrollment fee of $3.00 is charged, which is paid but once, **no matter how many courses are taken or how long a time has elapsed between courses.** There is also an instruction fee of $10.50 for each one-half unit taken, or $3.50 for each college hour. No credit can be given for any work taken in the Extension Department without the payment of fees. No fees are refunded except in cases where the student is found unprepared to take the course, or the school is unable to offer it. To avoid loss of time the necessary fees should accompany the enrollment application.

TIME FOR COMPLETION OF COURSES

Courses must be completed in a reasonable length of time. Students are expected to take, at least, one lesson each week. Allowance is, of course, made for sickness or for unusual home conditions. A student who, for any reason, does not report either by letter or lesson within a period of thirty days may

forfeit his right to further instruction. A course may be completed as rapidly as the student has time to do the work. However, the instructor in the course concerned may refuse to accept reports which indicate that the student is attempting to compress his work unduly.

LIMITATIONS

1. Not more than two subjects may be taken at one time if credit is desired toward one of our certificates. Students not working for a certificate and merely wishing to improve their scholarship or to get high school credits toward meeting the new requirements for teachers may take as many as four subjects at one time if there are no other duties to interfere with the work. Students are advised not to take more than two subjects at one time.

2. Not more than one-third of the work in any one department in any certificate course may be taken by correspondence by those who are working for the certificate.

3. Correspondence courses may not be taken by resident students except in unusual instances and then only by special permission. When those who have been taking correspondence work enter the institution to do work in residence before the completion of their courses, they are expected to drop all such correspondence courses during the period of resident study. Upon leaving school students may resume correspondence work where it was left off. Only by obtaining the written permission of all his instructors may a student complete his correspondence course while in residence.

CREDIT

The same credit is given for work done by correspondence as for work done in residence.

EXAMINATIONS

When a student has completed all the assignments of a course in a satisfactory manner an examination will be arranged to meet, as far as possible, the convenience of the student. Where it is inconvenient for the applicant to report at

the Normal School, arrangements will be made to have the examination in the student's own county under the supervision of some school officer. The examination questions will be made out by the instructor at Eastern, who has had charge of the course, and they will then be forwarded to the school officer who is to conduct the examination. After the examination is held, the applicant's papers will be sent to us for final grading. If the local school officer charges a fee for his services, this must be paid by the student.

TEXT BOOKS

The text books used are, in most cases, the same as those used in residence. However, it is sometimes necessary to use some one supplementary book in correspondence that is not used in residence because the resident student has access to the library for reference work. The books may be ordered from the publishers or the institution will furnish them to correspondence students whenever desired in the same manner as to students in residence, i. e., they will be sold to the student and brought back after the completion of the course at a slight discount to cover wear and tear.

EXTENSION CLASSES

In addition to the courses offered by correspondence, Eastern offers to teachers in service the opportunity of taking work for credit in extension classes. A group of teachers take up some subject offered at Eastern. They meet for study and recitation a certain number of times and then take an examination on the subject. If they successfully complete the work, covering the same ground and doing the work as thoroughly as if it were done in the institution, they will receive credit on the course.

The teachers in these study centers are, in every case, specialists in the courses they offer. In some cases, they will be sent out by the school from the regular faculty; in others the instructor may be a local teacher who has completed his college work.

GENERAL REGULATIONS GOVERNING EXTENSION CLASSES

General Scheme for Organization and Conduct of Classes

1. Teachers in charge of Extension Classes must be approved by the President of Eastern Normal School and Teachers College.

2. Science classes will be permitted only where adequate laboratory facilities are available.

3. Courses offered shall conform to those offered by Eastern, and credit granted for work done in Extension Classes shall be the same as that given for similar work done within the parent institution. College classes shall meet for recitation for the same number of hours as if they were carrying the course in the institution.

4. Standards of scholarship must be maintained in all Extension Classes, and in order to insure this the following will be required:
   a. Attendance for full time upon each class or laboratory period. In case a student is unavoidably absent from a recitation the instructor shall require that such time be made up in full, and work completed to his satisfaction; the time lost from tardiness shall be made up in the same manner. The instructor may require compensation for time spent with pupils in making up lost time. The attendance of each student shall be kept on an enrollment card and this card shall be sent to the institution upon the completion of the course.
   b. The text used must be mastered to the full satisfaction of the instructor, all collateral reading assignments must be completed, and all note books and written work receive the instructor's approval.
   c. All students wishing to receive credit for work done must pass a written examination upon the subject matter covered. A copy of the questions used in final examinations, and the papers submitted, must be sent in to the Extension Department with the final report of the class. All members shall enroll for credit, except as otherwise admitted by special permission of the Director of Extension.
   d. All work done in Extension Classes shall be subject to the inspection and supervision of the Extension Department, and the privileges extended to the class may be withdrawn at any time if the required standards of scholarship are not rigidly maintained.

5. Persons engaged in full-time teaching will not be permitted to take more than one extension class at a time. Persons who have never taught but who wish to enter the profession may be enrolled in Extension Classes upon recommendation of the teacher in

charge and the approval of the county or city superintendent concerned.

6. When library facilities are not adequate to meet the needs of the class, each member may be required to purchase one book in addition to the text used for general class reference.
7. **Fees.** The fee charged for an extension course by direct class instruction is $150.00. In case the instructor desires to give his services gratis, only 25% of the regular fee is charged. The instructor is expected to notify Eastern which plan he wishes to use. Fees are payable in advance. The instructor acts as collector.

COURSES OF STUDY

Normal School Course

Admission to the Normal Course

The following rule was adopted by the Executive Council, charged with the responsibility of making the course of study for the Normal Schools:

"No student will be eligible to enter either institution who has not completed the eighth grade.

"Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution to which the person applies for admission."

Four-year Elementary Teachers' Training Course for graduates of the Eighth Grade of the Common Schools leading to the Provisional and Standard Elementary Certificates.

FOUR-YEAR NORMAL SCHOOL COURSE

First Year

First Semester	Second Semester
Mathematics 1—Arithmetic	Physical Education 1—Hygiene
English 1—Grammar	English 2—Composition
Science 1—Geography	Science 2—Geography 2
History 2a—American History	History 2b—American History

Second Year

Expressoin 1—Reading	English 3a—American Literature
Agriculture 1	Agriculture 2
History 1—Civics	Science 3—Biology
Physical Education 2	Drawing 1
Music 1	Handwork 1

Third Year

Mathematics 2—Algebra 1	History 4—Medieval and Modern
History 3—Ancient History	Education 1—Method and Observation
English 3b—American Literature	
Manual Training 1 or Home Economics 1	Manual Training 2 or Home Economics 2
Mathematics 3—Algebra 2	

Fourth Year

Education 2—Educational Psychology
Mathematics 4—Geometry 1
English 4a—English Literature
Education 4—School Management
Education 3—Rural Sociology
English 4b—English Literature
Mathematics 5—Geometry 2
Education 5—Observation and Part

Electives: Education 1, 2, 3; Latin 1, 2, 3, 4; English 5, 6, 7; History 5; Manual Training or Home Economics 3, 4, 5, 6; Agriculture 3, 4, 5, 6; Botany 1, 2; Chemistry 1, 2; Physics 1, 2

Note 1. Standard high or normal school load of a student is four majors and a drill. Exceptional students may carry five majors at one time—two and one-half units.

On the completion of four units of work the student is eligible for the Provisional Elementary Certificate of the Second Class, on condition that he has been in resident study for a minimum of 18 weeks and made two units of credit.

On the completion of eight units of work the student is eligible for the Provisional Elementary Certificate of the First Class on condition that he has made four units in residence and has been in resident study thirty-six weeks.

On the completion of sixteen units of work, the student is eligible for the Standard Elementary Certificate on condition that he has been in resident study one year of thirty-six weeks.

Students who have completed the eighth grade only will be required to take the course as outlined. Students who have done a part of their work in accredited high schools will be given full credit for the work done in such schools; they will be required to complete in the Normal School the work in which they lack credit. Graduates of accredited high schools will not be expected to take any of the above courses.

ADMISSION TO TEACHERS COLLEGE COURSES

Students will be admitted to the Teachers College Courses as their previous training warrants. Applicants for admission to the Teachers College courses must offer credit for fifteen units of high school or other secondary school work so chosen as to include the five basic units prescribed by all colleges. Only students who hold certificates of graduation from accredited high schools will be admitted without examination. A student may be admitted conditionally who presents fourteen units of high school credit, but he will be required to make up the additional units during the first year of his attendance.

Applicants who desire to enter the Teachers College Course must have their credits certified by the superintendent or principal of the school in which they were secured. Blank forms for such certificates will be furnished by the Registrar upon application. These certificates should be properly made out and mailed direct to the institution by the school certifying to them. This statement then becomes the property of the institution.

Examinations for students who are graduates of non-accredited high schools will be held during the first week of each semester. Such students should have official statements of their high school credits sent in by their high school principal. After the entrance examinations have been passed, credit will be given for the work certified to in the statement.

ENTRANCE SUBJECTS

The units offered for admission to the Teachers College Course must be taken from the list as given below. The number indicates the units that may be offered in each subject:

English	3	to	4	Latin	1	to	4
Algebra	1	to	2	Civil Government			½
Plane Geometry			1	Botany	½	to	1
History	½	to	3½	Chemistry	½	to	1
Solid Geometry			½	Physics	½	to	1
Trigonometry			½	Physical Education	½	to	1
Physical Geography	½	to	1	Commercial Geography	½	to	1
Zoology	½	to	1	Arithmetic	½	to	1
Psychology or Pedagogy	½	to	1	Bookkeeping	½	to	1
Political Economy			½	Manual Training	½	to	1
Agricultural—General	½	to	3	Drawing			½
Domestic Science	½	to	3	Physiology	½	to	1
French	1	to	3	General Science	½	to	1
German	1	to	3	Stenography	½	to	1
Spanish	1	to	3	Mechanical Drawing	½	to	1
Greek	1	to	3				

BASIC UNITS REQUIRED

The following subjects are required for entrance to the Teachers College Courses:

English	3	Plane Geometry	1
Algebra	1		

The ten elective units must be chosen from the above list.

ADVANCED STANDING

Students who can present equivalent of any part of the college work may secure advanced standing and thereby reduce the number of hours required for graduation. They may secure this advanced standing by transfer of credits from a standard normal school, junior college, college, or university. An official statement must be submitted to the Registrar, certifying in detail the work for which credit is desired.

A TWO-YEAR ELEMENTARY TEACHER-TRAINING COURSE FOR HIGH SCHOOL GRADUATES

Leading to the Advanced Certificate

In this field, the student will be expected to elect the course he desires to enter. Preparation for teaching is preparation for a specific type of service. Eastern offers five specific courses. The student is expected to determine for what kind of position he desires to prepare. He then elects the courses designed to prepare him for that type of service. The following courses will be offered.

1. **Course for the preparation of primary teachers, grades 1 to 5 inclusive.**
2. **Course for the preparation of upper grade teachers or junior high school teachers, grades 5 to 9 inclusive.**
3. **Course for the preparation of principals.**
4. **Course for the preparation of special teachers and supervisors.**
5. **Course for the preparation of rural teachers.**

Much of the work will be the same regardless of which course the student elects, but at certain points the work will be differentiated.

TWO YEAR COLLEGE COURSES LEADING TO THE ADVANCED CERTIFICATE

Course for the Preparation of Upper Grade Teachers

Grades 5 to 9 Inclusive

FRESHMAN YEAR—FIRST SEMESTER

Education:	102.	Introduction to Teaching	2 hours
	104a.	Fundamental Problems in Teaching	3 hours
English:	104.	Grammar	3 hours
	111.	Library Methods	1 hour
Mathematics:	101.	Arithmetic	3 hours
Phys. Edu.:	101.	Health, Hygiene and Sanitation	3 hours
	104.	Athletics	1 hour
Penmanship:		Drill till standard is reached. No credit. (Not counted on student's load)	

FRESHMAN YEAR—SECOND SEMESTER

Education:	101.	Educational Psychology	3 hours
	102a.	How to Study	2 hours
English:	101.	Composition	3 hours
	115.	Expression	3 hours
Science:	113.	Geography of North America	3 hours
Music:	101.		2 hours
		Total	32 hours

SOPHOMORE YEAR—FIRST SEMESTER

Education:	105.	Observation	2 hours
	114.	Child Psychology	3 hours
English:	103a.	Survey of English Literature	3 hours
History:	102.	American	3 hours
Agriculture:	100.	General Agriculture	3 hours
Art:	101.	Drawing	3 hours

SOPHOMORE YEAR—SECOND SEMESTER

Education:	108.	Directed Teaching	5 hours
English:	102.	Literature for Children	2 hours
Science:	109.	Biology	3 hours
History:	107.	Political Science (Civics)	2 hours
Home Economics 101 or 102 or Manual Training 104			3 hours
		Total	32 hours

EXCEPTIONS

1. The course for Primary Teachers is identical with the course for Upper Grade teachers except History 101 instead of History 102, Nature Study and Home Geography instead of Agriculture, Handwork instead of Political Science and Directed Teaching in the Primary instead of the Upper Grades.

2. The course for Rural Teachers is identical with that for Upper Grade teachers except that Rural Sociology 108 is submitted for English 103a, elective in Education instead of Literature for Children, and an elective instead of Biology.

3. The course for the preparation of two year principals is identical with the one for Upper Grade teachers except elective in Education instead of Biology, elective in Education instead of Literature for Children, and an elective instead of English 103a.

4. Eastern permits special students to elect 12 hours of Education, English, Social Science, Natural Science, Agriculture, Home Economics, Industrial Arts, Art, Music, Latin or French or Physical Education, omitting six hours in Education—"How to Study" and "Child Psychology"—three hours in English—"Survey of English Literature," and three hours of Science—"Biology." Students electing one of these subjects will do one-half of his practice teaching in the subject selected.

MINIMUM REQUIREMENTS FOR THE TWO-YEAR JUNIOR COLLEGE COURSE

Education	12 hours
English	9 hours
Social Science	6 hours
Natural Science	9 hours
Mathematics	3 hours

ELECTIVES

Eastern Kentucky State Normal School and Teachers College offers a number of elective courses each semester and during the Summer Term. One or two elective courses are being continuously offered.

CERTIFICATES

All college courses are offered to High School graduates or graduates of the Normal School.

All certificates and degrees require thirty-six weeks in resident study except graduates of the two-year college course will be given

degrees on renewing relations with the Teachers College and doing eighteen weeks in resident study.

The College Elementary Certificate is conferred upon students who complete thirty-two hours of work and are in residence a minimum of 18 weeks.

The Advanced Certificate is conferred upon students who are in residence a minimum of thirty-six weeks and who complete sixty-four semester hours of work, as outlined in the catalog.

NOTE.—Persons who complete the Advanced Certificate course can enter the Junior year of the four year course without conditions.

FOUR YEAR TEACHERS COLLEGE COURSE

Leading to the Degrees of A. B. in Education and B. S. in Education

For High School and Upper Grade Teachers

FRESHMAN YEAR—FIRST SEMESTER

Education:	104a. Fundamental Problems in Teaching	3 hours
English:	101a. Composition	3 hours
Science:	105. Botany 1	3 hours
History:	103a. Medieval History	3 hours
Phys. Edu.:	101. Health, Hygiene and Sanitation	3 hours
	104. Gymnasium	1 hour

FRESHMAN YEAR—SECOND SEMESTER

Education:	101. Educational Psychology	3 hours
English:	101b. Composition	3 hours
Science:	106. Botany 2	3 hours
History:	103b. Modern History	3 hours
	104. American History	3 hours
Phys. Edu.:	107. Swedish Gymnastics	1 hour

SOPHOMORE YEAR—FIRST SEMESTER

Education:	114. Child Psychology	3 hours
Phys. Edu.:	109 and 112. Basket Ball	1 hour
Electives		12 hours

SOPHOMORE YEAR—SECOND SEMESTER

Education:	106. Psychology of Elementary School Subjects	3 hours
Phys. Edu.:	111. Track and Field Sports	1 hour
Electives		12 hours

JUNIOR YEAR—FIRST SEMESTER

Education: 111. Principles of Education ..... 3 hours
Electives ..... 13 hours

JUNIOR YEAR—SECOND SEMESTER

Education: 103. Technique of Teaching ..... 3 hours
Electives ..... 13 hours

SENIOR YEAR—FIRST SEMESTER

Education: 123. Secondary Education ..... 3 hours
Electives ..... 13 hours

SENIOR YEAR—SECOND SEMESTER

Education: 108. Directed Teaching ..... 5 hours
Electives ..... 11 hours

NOTE.—The work required on Education for the various courses is outlined following; the remainder of the work is elected by the student at the suggestion of the faculty adviser and with the consent of the President.

COURSES IN EDUCATION REQUIRED

1. For County Superintendents and Rural Supervisors.
   Education 112. Rural Supervision ..... 3 hours
   Education 117. County School Administration ..... 3 hours
   Education 118. The Elementary School Curriculum ..... 3 hours
   Education 122. Office Administration ..... 2 hours

2. For Principals and Rural Leaders.
   Education 113. Rural Sociology ..... 2 hours
   Education 117. County School Administration
   or
   Education 121. City School Administration ..... 3 hours
   Education 118. The Elementary School Curriculum ..... 3 hours
   Education 119. The Principal and His School ..... 3 hours

3. For Primary Supervisors and Critic Teachers.
   Education 113. Educational Sociology ..... 2 hours
   Education 114. Child Psychology ..... 2 hours
   Education 116. Special Methods for Grade Teachers ..... 2 hours
   Education 118. The Elementary School Curriculum ..... 3 hours
   Education 120. The Elementary School ..... 5 hours

4. For Upper Grade and High School Teachers.

Education 111.	Principles of Education	3 hours
Education 103.	Technique of Teaching	3 hours
Education 123.	Secondary Education	3 hours
Education 108.	Directed Teaching	5 hours

NOTE.—The minimum amount of work required for the degrees in each of the subjects is as follows:

Education	24 semester hours
English	12 semester hours
Mathematics	6 semester hours
Social Science	12 semester hours
Science	12 semester hours

Details of Courses of Study

I. GENERAL DEPARTMENTS

1. Education
2. Agriculture
3. English
4. History and Social Science
6. Latin and Modern Language
5. Mathematics
7. Science

Department of Education

NORMAL SCHOOL COURSES

Education 1. Method and Observation. (Formerly Method 1 and Observation 1.) The work of this semester is divided so as to give the student a knowledge of:

(1) What to teach.

(The State Course of Study and the Baltimore County Course of Study will furnish the basis for this work.)

(2) How to teach.

Observation of the work of the critic teachers in the Training School, a study of the methods employed in good teaching, and the preparation of lesson plans are required of those taking this course.

A text book on methods of teaching is used and a demonstration of the methods studied is given by the critic teachers.

Education 2. Introductory Psychology 1. This is an elementary course in psychology. The first part of the semester is devoted to a consideration of how to study effectively and how to teach children how to study. The remainder of the semester is spent in a study of the learning process. The subject matter is how the brain gathers, records and reproduces experience; how it analyzes and synthesizes it; and how this experience is expressed in conduct. The purpose of this course is to give the student a knowledge of the simplest types of human behavior. Credit one-half unit.

Education 3. Rural Sociology 1. This course deals with the problems of rural community life and organization as seen and handled by the thoroughly socialized rural school. After a short introductory historic development of the rural community, a study is made of the rural school as the organizing center for the upbuilding of the home, the church, social life, health habits, economic interests, public utilities and civic ideals. Credit one-half unit.

Education 4. School Management. This course deals with the problems of school and classroom organization and control. Two objectives will be kept in mind:

1. Emphasis is placed upon a study of the pupil, the relation of the teacher to the curriculum, governing and maintaining morale, lesson assignment, the recitation, etc.

2. A study is made of the school laws of Kentucky with special emphasis on the country school administration law, attendance law, certification of teachers, and the report of the Kentucky Survey Commission. One purpose of the course is to familiarize students with the most modern movement in public school administration. Credit one-half unit.

Education 5. Observation and Participation. The student in this course observes teaching in the rural schools at least half of the

time; he prepares lesson plans and teaches the other half. No student will receive the standard elementary certificate until this course has been completed. Credit one-half unit.

TEACHERS COLLEGE COURSES

*Education 101. Psychology. An elementary course combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief emphasis is upon: (a) instinctive tendencies; (b) habit formation; (c) memory, association and economy of learning; (d) the effective life, and (e) the thought process. Credit two semester hours.

*Education 102. Introduction to Teaching. It is the aim of this course to develop in the student a clear notion of the field, aims, problems, methods and results of education. His own personal fitness for the work of teaching is carefully considered. The difference among the various types of teaching service is made clear. For this purpose, instruction is correlated with numerous visits to the training school. Credit two semester hour.

*Education 102a. How to Study. The purpose of this course is to help the students interpret clearly the nature and the function of learning; interpret clearly the meaning and the purpose of study as well as to see the essentials of study and to form specific study habits which will function in all of their study activities as well as in their teaching. Much time will be given to help the students really form definite study habits as well as seeing how to teach children to study and how to supervise study. Credit two semester hours.

Education 103. Technique of Teaching. This course is planned primarily for the purpose of giving the students an opportunity to study the technique employed by those in charge of the training school. A study is made of the various types of lessons, viz., inductive, deductive, problem, project, review, lesson for appreciation, etc. Emphasis is placed upon learning how to make lesson plans. Credit one semester hour.

Education 104. Project Method. The project method of teaching is the subject of this course. What constitutes the socialized recitation is given serious consideration. A study of those projects and problems in which children are interested is made. Students are required to plan lessons according to the project method. The projects in which the rural school children are interested differ somewhat from those which interest city children. Both types are studied. A text is used in this course and the students are required to read many of the interesting magazine articles which have been prepared on this special method of teaching. Credit two semester hours.

*Education 104a. Fundamental Problems of Teaching. The purpose of this course is to enable the students to see clearly the funda-

mental problems, the specific needs and the opportunities of teaching. In view of this purpose, the course gives the following: A clear interpretation of a school and of teaching; the specific physical, intellectual, social and moral needs of children; the meaning of a study and the meaning and specific purposes of each of the fundamental studies with the selection and arrangement of adequate subject matter for each; various ways of presenting the subject matter; the meaning of promotion and adequate standards for promotion as well as the teacher's self-evaluating standards; also the need of standardized tests and their application. Credit three semester hours.

*Education 105. Observation and Participation. This is a course preparatory to practice teaching and it is pursued during the semester immediately preceding practice teaching. The student is required to spend at least two hours each week in systematic, directed observation of class work. This course is in the immediate charge of the director of the training school. Credit two semester hours.

*Education 106. Psychology of the Elementary School Subjects. This course includes: (1) a thorough and complete analysis of all psychological processes involved in the learning of a given subject, or in the acquisition of skill in it, and of the order and manner in which these processes intermesh; (2) the devising of means by which these processes may be measured and tested so that the facility in their operation may be determined quantitatively; (3) the discovery of the most economical procedures by which each particular step in the entire process may be developed. Credit two semester hours.

*Education 107. Tests and Measurements. This course involves a study of achievement tests and scales and their application in the measuring of the work of the schools as well as a diagnosis of results discovered by a measurement. The students in this course study the method of measuring the elementary school subjects. In measuring the arithmetic, Courtis' Tests, Woody's Arithmetic Scale, Stone's Reasoning Test, Monroe's Reasoning Test, etc., are used. The Thorndike Reading Scale, Monroe's Standardized Silent Reading Test, etc., are used in connection with the reading. The Ayres Spelling Scale, the Ayres Writing Scale, the Thorndike Writing Scale and numerous other standardized tests are studied and used by the students of this course. Credit two semester hours.

*Education 108. Practice Teaching. Ninety hours of actual classroom teaching are required of all students before they are granted the Advanced Certificate. The student usually teaches one hour each day for the semester. He must also reserve one hour each day for a conference with the critic teacher under whose direction he does his practice teaching. The student does his practice teaching in the primary grades, the upper grades, or the rural school, depending upon which course he has elected to pursue. Once each week the director

of the training school will meet all of the practice teachers for a conference to consider their problems. Credit five semester hours.

*Education 109. School and Class Management. This course in school management is designed for students who have had considerable work along professional lines. The course will include work in school and class management, school organization, course of study, attendance, school morale, the recitation, et cetera. Credit two semester hours.

Education 110. History of Education. This course comprises a complete survey of the History of Education, beginning with eastern nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development of educational theories. Middle Ages are treated in a general way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated more fully. Emphasis is placed on a study of Herbert Spencer among European educators and Horace Mann and his significance in American education. A brief study of the history of education in Kentucky is also made. Credit two semester hours.

Education 111. The Principles of Education. This is an integrating course intended to bring together an organic whole—and to interpret it—all the details of educational theory and practice represented by the preceding courses, and to leave the student a unified body of educational doctrine. The course involves a discussion of such topics as the definition of education; the aims of education; the development of various conceptions of educational values; the origin and present status of certain controverted questions of educational theory, such as doctrine of interest and the relation of liberal to vocational education; the doctrine of formal discipline; the formal steps of teaching, etc. Credit two semester hours.

Education 112. Rural School Supervision. This course has reference primarily to the work of supervising teachers. A study is made of the failures and possibilities of the rural school. The organization of the school, the preparation of a constructive program, and the relation of the school to the community form part of the content of this course. A careful study is made of the function of the supervisor and how he can best serve the teacher of his county. A study is made of the use of the circular letter, bulletins, class demonstrations, constructive criticism, classroom visitations, personal interviews, etc., as a means of improving the teaching. Credit three semester hours.

Education 113. Educational Sociology. The purpose of this course is to investigate the several factors and laws upon which educational theory and practice must rest, and the relation of the school to the upbuilding of the other institutions of the community. This course also treats of the social forces which determine the selection of school

subjects, their content, method of presentation, and social values. Credit two semester hours.

*Education 114. Child Psychology. This course first treats child life from the biological point of view. Then a study is made of human behavior and the instincts. Play, language, and drawing are the three typical activities selected for special consideration. The influence of heredity and environment is studied. An attempt is made to give the student a knowledge of the genetic development of child life. Credit two semester hours.

Education 115. Relay Course in Education. This course is usually given during the Summer School. A number of practical school men are brought to Eastern and they offer a short course in some particular field of education in which they are specially prepared. Credit two semester hours.

Education 116. Special Methods for Grade Teachers. This course is usually offered during the Summer School. A text book on methods of teaching is used and manuals on reading, spelling, arithmetic and other subjects are studied. All students taking the Special Methods Course are required to observe the critic teachers for one hour each day in the demonstration of the methods under consideration. Credit two semester hours.

Education 117. County School Administration. This course is designed primarily for those preparing to be County School Superintendents. The relation existing between the state and the county in the administration of the schools is studied first. The duties of the County Board of Education and the work of the County Superintendent as the executive officer of the Board are carefully considered. The making of a budget, records and financial reports, school buildings—their location and equipment, consolidation of schools, examination and certification of teachers, supervision of teaching, the county high school and the training of teachers for the rural schools are subjects dealt with in this course. Credit three semester hours.

Education 118. The Elementary School Curriculum. The fundamental purpose of this course is to show the necessity of evolving a curriculum based upon the actual needs, interests and activities of the children. A study of the reports of various committees on curricula is made. Courses of study are examined and the manner in which they are made is studied. The students of this course are held responsible for a knowledge of the best literature on curriculum making. Credit three semester hours.

Education 119. The Principal and His School. This course is designed for those who expect to become principals of elementary schools. The nature of the work of the principal, the organization and administration of the school, the supervision of instruction and extra school activities are the subject of this course. Credit three semester hours.

Education 120. The Elementary School—Its organization, subject matter and methods of instruction. This course is for those planning to become supervisors and critic teachers. A study of the important aims and principles of elementary instruction and of the application of these to the selection of subject matter and materials will be pursued. Students in this course are required to do some work in observation in the Training School and to take groups of children and teach them for the purpose of demonstration, illustrating certain principles and types of teaching. A consideration of the problems and principles of supervision is a part of the work of the course. Credit five semester hours.

Education 121. City School Administration. In this course a study is made of the School Board, the Superintendent and his relation to the Board, supervision of the schools, business administration, buildings and their equipment, school publicity, records and reports, progress of children through the schools including retardation, acceleration and elimination. Credit three semester hours.

Education 122. Office Administration. This course is designed to instruct superintendents in the business administration of an office. A study of the proper equipment, necessary records and the filing of records and reports is made. The making of a budget, the proper recording of the minutes and orders of the Board, the distribution of funds, the bookkeeping of the County Superintendent and his duties as secreatry of the Board are problems for consideration in this course. Credit two semester hours.

Education 123. Advanced Educational Psychology. This course presents those problems in psychology which are of special significance in the learning process and in the work of education. The following topics are discussed: The psychology of learning; practice; efficiency of work; fatigue; distribution of time; transfer of training; the effect of age on learning; effect of individual capacity on learning; changes in the nervous system with practice; and the place of method, organization, selection, diagnosis and the working with concepts. Applications are made to problems of teaching. Prerequisite: Education 101. Credit three semester hours.

Education 124. Principles of Secondary Education. This course deals with the problems vital to high school principals and teachers. The following topics receive careful consideration: The high school as an institution of society, its objectives, its organization and activities, and its curriculum. The methodology of the study activities of secondary education receives special attention. Prerequisites: Education 101 and 102. Credit three semester hours.

Education 125. Psychology of the High School Subjects. This course acquaints the students with some of the psychological processes involved in studying the various high school subjects. It also acquaints the student with the various proposals for reorganization of

the courses based upon discussions in recent educational writings. Supervised study, educational and vocational guidance. Prerequisite: Education 101. Credit two semester hours.

NOTE.—Subjects marked with star are Junior College subjects; the remainder are Senior College subjects.

Department of Agriculture

NORMAL SCHOOL COURSES

One unit of Agriculture is required of all students, but two more units may be elected. The two required courses are Agriculture 1, Soil and Crops, and Agriculture 2, Animal Husbandry.

Agriculture 1. Soils and Crops. A study of the common crops grown in the state, and the principles related to the maintenance of the fertility of the soil.

Agriculture 2. Animal Husbandry. A course that deals with the study of the farm animals that are commonly found on Kentucky farms.

Agriculture 3. Horticulture. This course includes the study of the production of orchard and garden crops.

Agriculture 4. Farm Management. A study of those problems that arise when the farm as a business is considered, as problems in labor, renting, marketing, and size of business.

Agriculture 5. Project Work in Crop Production.

Agriculture 6. Project Work in Animal Production.

In the latter two courses the student will select that farm project or enterprise in which he is especially interested and carry it to completion under the supervision of the instructor.

TEACHERS COLLEGE COURSES

All students except those who are preparing to become teachers of primary work are required to take one course in Agriculture before receiving the Advanced Certificate. In addition to this required course, the student may elect a maximum of twelve hours in Agriculture.

A major in Agriculture is offered to those students who are taking the work leading to the degree, B. S. in Education. This major consists of a minimum of twenty-four hours and a maximum of thirty-two hours.

The courses in Agriculture to be included in the training for the Advanced Certificate, and for the degree, should be selected on the advice of the head of the Department of Agriculture.

The student who expects to prepare himself to teach vocational agriculture in the Smith-Hughes High Schools may take the first two of the four years of college work at this institution and then enter the College of Agriculture, University of Kentucky, and graduate from that institution at the end of two additional years.

Agriculture 100. General Agriculture. A course primarily intended for those students who expect to teach Agriculture in the Seventh and Eighth Grades. Credit 3 hours.

Agriculture 101. Animal Husbandry. This course includes the study of the types and breeds of the common farm animals. Credit 2 hours.

Agriculture 102. Farm Dairying. Testing of dairy products for components and adulterations, farm butter making, cream separation, and the handling of milk on the farm. Credit 3 hours.

Agriculture 103. Crops. The principal cereal and forage crops of the state, crop improvement, storage and marketing, crop rotations, grain judging, and testing of seeds. Credit 3 hours.

Agriculture 104. Soils. A study of the properties and management of soils, plant foods, crop requirements, and fertilizers. Prerequisite: Inorganic Chemistry.) Credit 3 hours.

Agriculture 105. Horticulture. Fruit and vegetable production with emphasis on practical work in pruning, spraying, and management of gardens. Credit 3 hours.

Agriculture 106. Farm Management. A study of the representative types of farming, size and balance of the farm business, labor efficiency, the farm layout, and rental systems. Credit 3 hours.

Agriculture 107. Agricultural Economics. The agricultural industry as related to other industries, land tenure, credit, farm insurance, marketing, the tariff as related to Agriculture, demand and supply, agricultural prices, and farmers' organizations. Credit 3 hours.

Agriculture 108. Rural Sociology. This course deals primarily with the conditions and influences which shape rural life and affect the welfare of rural people. Credit 3 hours.

Agriculture 109. Feeds and Feeding. A study of the principal feeds, and methods and practice of feeding farm animals. Credit 2 hours.

Agriculture 110. Swine and Pork Production. Selection of breed and individuals, care and housing of swine, feeding for economical pork production, and disposal of breeding and fattened animals. Credit 3 hours.

Agriculture 111. Farm Poultry. Poultry house construction, feeding of poultry for egg and meat production, culling of chickens, incubation, and grading and marketing of poultry products. Credit 3 hours.

Agriculture 112. Farm Meats. The dressing and curing of meats for home consumption, the cutting of carcasses for retail trade, and practice in the preparation of poultry for market. Credit 2 hours.

Agriculture 113. Milk Production. A study of dairy cattle, judging and selection, milk secretion, breeding, feeding, and management, calf raising, and dairy barns, and equipment. Credit 3 hours.

Agriculture 114. Farm Engineering. A course involving a study of farm machines, their operation and care; farm structures; use of concrete on the farm, and the principles of drainage. Credit 3 hours.

Department of English

NORMAL SCHOOL COURSES

English 1. Grammar 1. This is a course in Sentence Structure and Sentence Analysis. The parts of speech are also studied in so far as the knowledge of them seems essential as a basis for self-criticism. Much stress is put upon correct speech and the avoidance of common errors. At the end of this course students must be able to write clear, concise sentences free from grammatical errors, and correctly punctuated. Credit one-half unit.

English 2. Composition 1. Here are emphasized the principles of paragraph structure; helps in securing sentence unity and sentence emphasis; aids concerning choice of words; and the correlation of composition to community life. Throughout the course students are required to give well organized oral and written narratives and short expositions in unified, coherent, and concise sentences. The course in grammar is prerequisite to this course. Credit one-half unit.

English 3a. American Literature 1. This course gives a survey of the entire field of American Literature with illustrative readings from the chief authors. Credit one-half unit.

English 3b. A continuation of English 3a. Credit one-half unit.

English 4a. English Literature 1. This course is a survey of the whole field of English Literature with illustrative readings from numerous authors. Credit one-half unit.

English 4b. English 4b is a continuation of the work as outlined in English 4a. Credit one-half unit.

English 5. Word Study. This is a study of words and their ways in English speech. Its chief aim is to create an interest in the study of words and to show that the common words of every day speech have large and interesting associations. A few lyrics and sonnets are studied to show how the author, consciously or not, had to do with the soul of words. Credit one-half unit.

English 6. Expression—Reading. Elementary work in simple reading, correct breathing, voice production, tone placing, enunciation, pronunciation, and posture. Grouping, thought sequence and subordination, central ideas and thought communication.

TEACHERS COLLEGE COURSES

English 101. Composition 1. Students are called upon not only to study the laws of composition, but to write many themes which they, as teachers, would ask children of the various grades to write. Emphasis is placed on orderly thinking from one's own experiences. Oral composition as an aid to written work, self criticism, class discussion of subjects, and the use of pictures as an aid to expression.

Choice selections from the best prose writers are used as models. The course in grammar is prerequisite. Credit three semester hours.

English 102. Literature for Children. In this course students have an opportunity to acquaint themselves with many of the best stories, myths, fables, poems, and biographies for children of all grades; to study plot; and to write stories suitable for children. Much practice is given in the presentation of the various types. Credit two semester hours.

English 103a. This course is a survey of English Literature from Beowulf to Wordsworth. First semester. Credit 3 semester hours.

English 103b. A survey of English Literature from Wordsworth to Thomas Hardy. Second semester. Credit 3 semester hours.

English 104. A survey of American Literature with history and appropriate readings. Credit two semester hours.

English 104. Grammar. This is a course in grammar and language especially for students who are specializing in grade work. The course consists of (1) a study of the ways and forms of sentences, including analysis, inflection, co-ordination, subordination, and the study of errors common in Kentucky; (2) the selection and organization of material suitable for language work. Choice selections from literature, history, and sciences are made the basis of written and oral work. Aims of language work, ways of correcting errors, standards to measure, and language projects are topics also considered. Credit two semester hours.

English 105. Poets, Victorian and Later. The major poets of this era are studied from interpretative and historical standpoints; Tennyson, Browning, Arnold, Morris, Rossetti, Kipling, Masefield, Noyes and recent poetry. Credit three semester hours.

English 106. The Essay. The leading American and English essayists are studied: Emerson, Carlyle, Ruskin, Stevenson, Lamb, Hazlitt, Bryce, Thoreau, Burroughs, Palmer, and Van Dyke. As many of these believed that the acceptance of their ideas would urge the world to nobler living it shall be our chief aim to feel the personality of each and to hear his message. Some attention is given to current editorials and magazine articles. Credit two semester hours.

English 107. The Drama. The purpose of this course is to lead the student to appreciate Shakespeare's knowledge of men and life, and to feel his dramatic power. Several of the plays are read, and one of the tragedies and one of the comedies are studied intensively. A few modern plays are read as a basis of comparison. Credit three semester hours.

English 107a. A continuation of 107 with special attention to Modern Drama. Second semester. Credit 3 semester hours.

English 108. The Short Story. This course presents the characteristic short story writers of the past and present: Hawthorne, Irving, Poe, Stockton, Craddock, O. Henry, Stevenson, and Kipling. Stories that deal with American life in the different localities are the chief interest. The development of the story is also emphasized. Credit two semester hours.

English 109. Lyric Poetry. This course includes a thorough study of this form of literature. Its aim is to lead the student to a fuller appreciation of good poetry, and to recognize the importance of a full memory in the teaching of literature. Credit two semester hours.

English 110. The English Bible. This course is intended to lead to a more intelligent interpretation and appreciation of the great literature of the Bible. A large part of the Bible will be read outside class, and certain of those that are especially rich in literary value will be studied intensively. Credit two semester hours.

English 111. Library Methods. This course is intended for the student who wishes to get a better understanding of modern library methods and for the prospective teacher who wishes to connect more vitally the school and the library as a cooperative means of education. It is expected that by actual participation in library work the student will acquire a working knowledge of library methods and the means of rendering available all possible information as well as love and respect for books. The chief object of the course is to aid teachers in the selection and care of books and materials for their school libraries and to enable them to make a more intelligent use of this library.

The course will include: accessioning, bibliography, classification, cataloging, use of reference books and magazine indexes, use of State Superintendents' lists, traveling libraries, cooperation between public library and public school and between teachers and Kentucky Library Commission. Credit one semester hour.

English 112. Literary Projects for the Grades. This course is a study of the backgrounds and peoples of the following story groups: 1. Hiawatha (Indian Life). 2. The Odyssey (Greek Life). 3. Sigurd the Volsung (Norse Myth and Norse Life). 4. Arthurian Cycle. 5. Don Quixote. 6. Robin Hood. Credit two semester hours.

English 113. The English Novel. This course reviews the history and development of fiction literature. The most representative types will be studied intensively. Credit three semester hours.

English 114. Training in Literary Appreciation. The object of this course is to introduce students to an intelligent study of short

poems and prose selections and as a result of such study to enable them to teach literature more effectively. Required of Junior major students. Credit 3 hours.

English 115. Expression 101. Drill work in breathing, tone production, tone placing, enunciation, pronunciation, corrective drill work for posture. Study of selected literature for accurate, fluent, animated reading. A special study of methods and materials used for teaching reading in the grades. Credit three semester hours.

English 116. Expression 102. (Public Speaking). An elementary course for those who have little or no experience in platform speaking. Parliamentary procedure, declamations, occasional, extempore, and impromptu speeches. Voice building and elementary work in gesture. Credit three semester hours.

English 117. Dramatics (Formerly Expression 103.) Essentials for students interested in amateur theatricals and for coaching of plays. Stage technique, dramatic interpretation, pantomine, costuming, make-up, scenery, lighting, choosing, directing, and rehearsing plays. Credit three semester hours.

English 118. Interpretation. (Formerly Expression 104.) Beginning course in interpretive reading. Classical and modern selections studied with view to vocal interpretation, physical expression, flexibility and resonance of voice. Credit three semester hours.

English 119. Story Telling. A study of various types of stories—fables, folk-tales, myths, short stories—for oral presentation. Choice of material suited to various grades. Study of principles of story telling. Intensive practice in actual telling of stories. Prerequisites, English 101 and English 102. Credit three semester hours.

English 120. Argumentation. Principles of argumentation, analysis, evidence, argument, proof, refutation, and fallacies. Brief drawing. Platform technic. Reports on lectures, political speeches, etc. Prerequisite, consent of instructor. Credit three semester hours.

English 121. Oral Discussion. Individual presentation of topics around related subjects. Purpose to develop ability, organize ideas, present them in correct English and defend them intelligently. Objective clear ideas, clear convincing statements. Not a formal speaking course. Method is that of a round table. Written summaries of class discussions to be kept as permanent record of class work. Prerequisite, consent of instructor. Credit three semester hours.

English 122. Advanced Interpretation. Humorous, pathetic, dramatic and dialect selections studied. Character studies made. Criteria formed for judging contests, training contestants, presenting platform recitals. Prerequisite, consent of the instructor. Credit three semester hours.

English 123. History of the English Language. A study of words and their ways in English speech. Open to Juniors and Seniors. Credit three semester hours.

English 125. Browning. A study of Browning, the man, the poet, and the phiolsopher. Readings and discussions. Open to Juniors and Seniors. Credit two semester hours.

English 126. Milton. This course includes a study of Milton's more important poems. Open to Juniors and Seniors. Credit two semester hours.

English 127. The Ballad. A study not only of English balladry, but of American songs and ballads, including those of the Kentucky mountains. Credit two semester hours.

Department of Citizenship

NORMAL SCHOOL COURSES

History 1. Civics. This is a course in Civics of high school level. Credit one-half unit.

History 2a. American History. This is high school American History, covering the period from the beginning of our country to about the adoption of the Constitution. Credit one-half unit.

History 2b. American History. This course begins with the adoption of the Constitution and completes the study of American History of high school level. Credit one-half unit.

History 3. Ancient History. This is a semester's work in the study of Ancient History. The first half of the semester will be devoted to the study of Greek History and the last half to that of Roman History. Credit one-half unit.

History 4. Medieval and Modern History. The first half of this semester will consider Medieval History and the last half will be devoted to Modern History. Credit one-half unit.

History 5. American Government. This course is a study, not of civics, but a study of the fundamentals of good government and good citizenship. Principles of government that have made good by test are studied and accepted; those that have failed are rejected. Problems of government, good citizenship, and patriotism are the key words of this course. Credit one-half unit.

TEACHERS COLLEGE COURSE

History 101. American History. This course is centered about stories of achievement and biography of American History. It links together history and heroes. Patriotic exercises, festival days and holidays are considered. Illustrative material suitable for primary grades (one to five inclusive) is used throughout the semester. This course is required of all students who are specializing in the primary grades. Credit three semester hours.

History 102. American History. This course studies American History from about the time of Andrew Jackson to about 1890 or 1900. Credit three semester hours.

History 103a. Medieval History. It is the purpose of this course to give a comprehensive grasp of the fundamental facts of the medieval period, and, fitting in with Ancient History and Modern History, to give a notion of the continuity of history. Credit three semester hours.

History 103b. Modern History. Credit three semester hours.

History 104. American History. This is a course in very recent American History, covering the period from about 1890 or 1900 to the present. Credit two semester hours.

History 105. American Ideals. An attempt is made to bring out those ideals and aspirations that are peculiarly American. American contributions to civilization and progress are studied. This is a course in Americanization. Credit three semester hours.

History 106. History of the World War. This course covers the period leading up to the World War, its main causes, a short sketch of the war itself and its aftermath. Credit three semester hours.

History 107. Political Science. This is a general course in introductory Political Science suitable for Freshmen or Sophomores. Credit two semester hours.

History 108. Political Science. This course will study the governments of the leading nations, attempting to compare them with each other and with our own, and form notions of the best elements in government.

History 109. Immigration. This course will make a thorough study of Immigration into America, together with a few of the problems arising out of it. Credit three semester hours.

History 110. Economic and Industrial History. This is a course in the Economic and Industrial History of the United States. Credit three semester hours.

History 111. Sociology. This is a course in introductory Sociology. Credit three semester hours.

History 112. History of England. This is a course covering the study of English History and its relation to continental Eureopean History. Credit three semester hours.

History 113. English History. This is a special course centered about the Great Rebellion or the Puritan Revolution. It attempts to cover the period of the Stuarts. Credit two semester hours.

History 114. English and American History. This course will attempt to show the very close relations between American and English History from the founding of our country. Credit two semester hours.

History 115. European History. This is a special course in European History, covering the period 1715 to 1815. Credit three semester hours.

History 116. European History. This course will center about the French Revolutionary and Napoleonic history, 1789 to 1815. Credit three semester hours.

History 117. Contemporary and Current History. This course will center its attention about the main problems and events of the present, using books just from the press and magazines as its basis. Credit two semester hours.

History 118. Ancient History. This is a course in general history of Ancient times, or a special period of Ancient History to be agreed upon by the teacher and students. Credit three semester hours.

Other courses can be arranged, provided there is enough demand for them.

Department of Mathematics

NORMAL DEPARTMENT

Mathematics 1. Arithmetic 1. This course will include a review of the more important parts of the state adopted text. Content will be emphasized, although considerable attention will be given to methods of teaching, especially in the rural schools. Credit one-half unit.

Mathematics 2. Algebra 1. This course will include the fundamental operations; problems involving the parenthesis and substitution; simple problems in one unknown; concrete problems, developing one unknown; factoring; fractions; fractional equations with one unknown; concrete problems, developing the fractional equation with one unknown. Credit one-half unit.

Mathematics 3. Algebra 2. This course includes abstract simultaneous equations with two or three unknowns; concrete problems, developing the simultaneous equations; graphs; involution; evolution; theory of exponents; radical surds; quadratic equations. Credit one-half unit.

Mathematics 4. Geometry 1. This course will include the first half of plane geometry. Much original work will be assigned. The direct method of proof will be used. Credit one-half unit.

Mathematics 5. Geometry 2. A continuation of the subject of plane geometry. The indirect methods of proof will receive considerable attention in this course. Credit one-half unit.

COLLEGE DEPARTMENT

Mathematics 101. Arithmetic. All the various types of problems, included in grades 5 to 8, will be considered. This course will include a study of the best models of solutions of all types and an occasional reference to models in lesson assignments. While perhaps the "how" is the important thing to the child, surely the teacher should also know the "why." Therefore, to this end, all the rules and principles of arithmetic will be illustrated and verified, and concrete illustrations will be used in the solution of all types as far as possible. One of the state adopted texts will be used with occasional references to the various texts on methods. Credit three hours.

Mathematics 102. Arithmetic. This course is elective and includes special method training for those who plan to teach in any of the first four grades. Credit three hours.

Mathematics 103. Plane Trigonometry. This course includes an introduction to the subject of plane trigonometry. Credit three hours. Prerequisite: Plane Geometry.

Mathematics 104. Solid Geometry. Credit three hours.

Mathematics 105. This course includes the completion of plane trigonometry and a thorough study of spherical trigonometry. Credit three hours.

Mathematics 106. Descriptive Geometry. Credit three hours.

Mathematics 108. Plane Analytic Geometry.. A beginning course, including the straight line, circle, ellipse and parabola. Credit three hours. Prerequisite: Plane Geometry and Plane Trigonometry.

Mathematics 109. A continuation of Mathematics 108 with also a short course in solid Analytic Geometry. Prerequisite Mathematics 108. Credit three hours.

Mathematics 110. Differential Calculus. Credit three hours. Prerequisite Mathematics 108.

Mathematics 111. Integral Calculus. Credit three hours.

Mathematics 112. Methods of teaching high school mathematics. Credit three hours.

Department of Foreign Languages

NORMAL SCHOOL COURSES

Latin 1. First half of Beginning Latin.
Latin 2. Second half of Beginning Latin.
Latin 3. First half of Caesar.
Latin 4. Second half of Caesar.

TEACHERS COLLEGE COURSES

Latin 101. Latin-English Word Formation. This course is designed to increase the student's English vocabulary by utilizing the Latin vocabulary and methods of word formation, prefaced by a sketch of the history of language development in western Europe, especially in the Roman empire and later in France and England. The course traces the methods of compounding and deriving words, and the commoner aspects of change in form and meaning. Prerequisite, two units of high school Latin. This course should be taken first, by all students electing Latin, and may be taken for credit in English by students who do not elect Latin. Credit three semester hours.

Latin 102. Cicero's Early Orations. Portions of the Verrine orations (partly in translation), and the oration for the Manillian Law in Latin. The course will emphasize: (a) Cicero's style, with a special view to the development of the art of rapid reading of Latin; (b) the art of accurate and elegant English translation as a contribution to English prose style; (c) the Ciceronian vocabulary, with special reference to its contribution to the English vocabulary; (d) the historical background of Cicero's early career, to his consulship in 63. Prerequisite, two units of high school Latin, and, if practicable, Latin 101.

Latin 103. Cicero's Consulship and After. The orations against Catiline (all but one in translation), the oration for Archias, one later oration to be selected (usually Marcellus or one of the Philippics), and selections from the Letters; with supplementary reading from Sallust in connection with the Catilinarian orations, and Nepos' Atticus in connection with the Letters. The aims are much the same as in the preceding course, which is ordinarily a prerequisite; but more attention is paid to Cicero's place as a philosopher and literary influence. There is much sight reading, and a weekly assignment in the writing of Latin, based on Cicero's Catilinarian orations. Credit three semester hours.

Latin 104. Latin Prose Writers. Selections from the best authors of Latin prose, including Caesar's Civil War, Cicero's Letters. Sallust's Wars of Juguratha and Catiline, Livy's History of Rome. The Letters of Pliny the Younger. The Germania and Agricola of Tacitus, Suetontius' Lives of the Caesars, and Aulus Gellius' Noctes Atticae, with

sight reading from the easier Latin authors and other supplementary work is included. The course aims to give a comprehensive view of Roman ideals and life as reflected in Latin prose; to develop the power or rapid reading of Latin for the thought; and to study the contribution of the Latin vocabulary to the English. Prerequisite: two or three units of high school Latin, and if practicable, Latin 101. Credit five semester hours.

Latin 105. Latin and English Sentence Structure. A study of the outline of the Lain and English sentence, with daily writing of Latin graded in difficulty. The first part of the course sketches rapidly the functional nature of the parts of speech, and of the cases and tenses as used in the simple sentence. The latter part devotes special attention to the various moods, to the non-model forms (infinitive, gerund, supine and participle), and to the complex sentence. While not available for credit in English without consent of the head of that department, it is as much a course in English grammar as in Latin and is especially valuable for teachers of Latin or English in the upper grades and the high school. Prerequisite: three units of high school Latin (or two units plus the course in Latin Prose Writers) and, if practicable, Latin 101. Credit three semester hours.

Latin 106. Beginning Vergil. Prefaced by the First Eclogue, the fourth (in translation), and the Sixteen Epode of Horace, as a reflection of the social and political conditions of Vergil's work. The course includes the first two books of the Aeneid. It stresses the relation of Vergil's work to the Triumvirate and the ideals of Augustus; the historical and mythological materials of the Aeneid; the rhythm and literary structure of the poem; and its contribution to the vocabulary and literary ideas of the English language. Prerequisite: three units of high school Latin, or two units in high school and three hours in college. Credit three semester hours.

Latin 107. Advanced Vergil. The fourth and sixth books of the Aeneid, with outside assignments from the other books. There is much rapid reading, aiming at comprehension and appreciation of the original rather than formal translation. The objectives are much the same as in the preceding course (which is normally a prerequisite), but much attention is paid to the social, political and religious ideals of Vergil. Credit three semester hours.

Latin 108. Latin Poetry. Selections from Catullus, Tibullus, Propertius, Vergil, Ovid and Horace. The course aims to give a comprehensive view of the ideas and literary art of the classic Latin poets, with a study of their contribution to the English vocabulary, and their influence upon English literature. Prerequisite: three units of high school Latin, or two units in high school and three hours in college. Credit five semester hours.

Latin 109. The Teaching of Latin. A study of the psychological aspects of Latin classroom activities, and of the educational problems

of Latin in the light of the most recent scientific research. Considerable attention is devoted to the investigation of the teaching of Latin by the American Classic League, and special effort is made to clarify the objectives to be attained in the study of Latin, to teach the most effective methods of attaining them, and to show how Latin may be related to the daily life of the pupil. Under certain circumstances a limited number of students may take this in the form of an assignment in observation and participation in the teaching of Latin. Required of all candidates for special recommendation as teachers of Latin. Prerequisite: three units of high school Latin, and six hours of college Latin, approved by the head of the department. Credit three semester hours.

Latin 110. Ancient Society. A course of lectures and assigned library readings in English and Latin, dealing with the structure, development and decay of the society of the ancient Mediterranean lands. The aim is to develop an understanding and appreciation of the features of modern society which have been derived from the civilization of ancient times, and particularly from the empires of the various Greek states and of Rome. Students with less than three units of Latin will be admitted only on advice of the head of the department. Credit three semester hours.

Latin 111. Linguistic Psychology. A course designed to analyze the practical aspects of language processes and experience, for the use of teachers of language, whether English or foreign. It treats of the origins of language in the individual and the race; the psychological nature of linguistic experience; the principles of phonics; the nature of the receptive process in reading, and in the acquisition and use of the vocabulary; and the psychology of foreign language teaching, for students majoring in foreign languages. The text will be supplemented by class lectures, and special readings will be assigned to meet the interests of individual students. Prerequisite: two units of foreign language. Credit three semester hours.

French 101. For Beginners. Particular attention paid to pronunciation by means of the study of phonetics and constant drills. The elementary principles of grammar studied. Reading and writing of easy material, prepared, sight, or dictated. Conservation. Credit three semester hours.

French 102. A continuation of Course 101. This course consists of the remaining essentials of grammar including the subjunctive, drills in pronunciation, conversation, dictation, the common idioms, reproduction in French of easy selections read, composition, and reading of easy French. Prerequisite French 101 or one year of high school French. Credit three semester hours.

French 103. Review of Grammar. More thorough study of idioms, irregular verbs, and synonyms. Drills in pronunciation. Composition; reading from representative French authors with resumes in French.

Prerequisite French 101 and 102, or two years of high school French. Credit three semester hours.

French 104. A continuation of Course 103. More thorough study of phonetics, the sounds, and their production. Use of the phonograph as an aid to pronunciation. Readings from representative French authors since the 16th century. The main periods and authors are carefully outlined and studied. Prerequisite French 101-103 or three years of high school French. Credit three semester hours.

Department of Science

NORMAL SCHOOL COURSES

Science 1. Geography 1. This course is designed primarily to prepare rural school teachers to teach the subject effectively. A study of North America, its political subdivisions, coast lines, topography, climate, resources, the development of its cities and industries, and the distribution of its inhabitants is made. Credit one-half unit.

Science 2. Geography 2. Both physical and economical Geography are taught in this course. The completion of a standard high school text on this subject is expected. Credit one-half unit.

Science 3. Biology. This is a course dealing with both plant and animal life. The completion of the work of a standard high school text is expected. Credit one-half unit.

TEACHERS COLLEGE COURSES

Science 101. Physics 1. A general course, treating mechanics, heat, and sound; given primarily for those who desire a knowledge of physical phenomena and applications to daily life. Three lectures per week and two double laboratory periods. Credit 5 semester hours.

Science 102. Physics 2. A general course, treating light, magnetism, electricity, and radio. The more general laws of magnetism and electricity are developed; practical equations derived and discussed in class. Three lectures per week and two double laboratory periods. Credit five semester hours.

Science 103. Chemistry 1. General course in chemistry. A study of the most important non-metallic elements and their compounds, with special attention to the application of chemistry as a prerequisite to medicine and home economics. Three lectures per week and two double laboratory periods. Credit five semester hours.

Science 104. Chemistry 2. General course in chemistry. A study of the remaining, non-metallic elements and the metallic elements and their compounds. Special laboratory work for those who desire it. Three lectures and two double laboratory periods. Credit five semester hours.

Science 104a. Chemistry 3. Qualitative Analysis. Mainly laboratory work. Test for the important metals, acids and their salts. Analysis of inorganic compounds and mixtures. One lecture per week and two double laboratory periods. Credit three semester hours.

Science 104b. Chemistry. Organic Chemistry. A study of the most important compounds of carbon. Equal time is given to the aliphatic and aromatic series. Of fundamental importance to those who intend to study nutrition and medicine. Three lectures per week and two double laboratory periods. Credit five semester hours.

Science 104c. Chemical Education. General chemistry from the standpoint of the teacher. Methods for presenting different topics, discussion of text books, fitting up of laboratories, ordering of apparatus and supplies, lecture experiments, details of laboratory manipulation and routine; reports upon recent books and periodicals. Three lectures per week. Credit three semester hours.

Science 105. Botany 1. This course includes a study of the structure, morphology, reproduction and ecology of the flowering plants. Field work of great importance. Herbarium and note book essential. Two recitations and one double period either in the laboratory or in the field per week. Credit three semester hours.

Science 106. Botany 2. This course will include a study of the non-flowering plants such as the ferns, mosses, lichens, liverworts, algae, fungi, bacteria, and plant diseases There will be two recitations and one double period per week. Credit three semester hours.

Science 107a. Zoology 1. This course will include a study of the structure, development, reproduction, habits, variation and uses of the invertebrate animals. Two recitations and two laboratory periods per week. Credit three hours.

Science 107b. Zoology 2. This course will include a study of the vertebrate animals in a similar manner to that mentioned above. Two recitations and one double laboratory period per week will be required. Credit three semester hours.

Science 108a. Nature Study 1. This course will include a study of the available material found in nature and in literature that may be used in the teaching of children from the elementary grades up. Field work, trips, collections, excursions, and an intimate association with animal, plant and mineral world will be stressed. At least two lectures or recitations and one double period for field or laboratory will be required per week. Credit three semester hours.

Science 108b. Nature Study 2. This course will include a careful study of all the material necessary to work up type studies in nature and to carry on projects. Each pupil must come in personal contact with this available material in order to give the proper results. Two recitations periods per week and one double period for field or laboratory work will be required. Credit three semester hours.

Science 109. Biology. This is a course in general biology, involving a study of typical forms of plant and animal life. As far as possible environmental material is used for laboratory study. The course aims to lead the student to form habits of accurate observation, clear thinking and logical conclusions. Attention is called to the great questions of life, the struggle for existence, the survival of the fittest, laws of heredity, influence of environment, and practical results of hybridization. Two recitations and one double laboratory period per week will be required. Credit three semester hours.

Science 110. Economic Geography. This course places the emphasis on the principles of commerce—concentration of industries, transportation, government and governmental activities of the commercial world. It is a study of the "world at work." A text is used as a guide in sorting the material and presenting the laws controlling commercial transactions; but students are expected to secure data from government bulletins and reports, magazines, clippings, etc., relating to the "New Era." Credit three semester hours.

Science 111. Geography of Europe. This course includes a regional study of the continent; a study of the leading countries; an interpretation of the geographic aspects of the World War; the new map of Europe, the geographic and national factors associated with the determination of new boundaries in Europe and European possessions. Credit three semester hours.

Science 112. Conservation of Natural Resources. The course will involve a study of the natural resources of the United States and the world; history of the exploitation of soils, forests, mineral resources, etc.; present movement to conserve natural resources; reclamation of arid and swamp lands; reduction of erosion; conservation of minerals and forests; present use and future possibilities of water power and inland navigation. Credit three semester hours.

Science 113. Geography of the United States and North America. This is a course for Freshmen. It is a review of Geography as taught in the Eighth Grade, and, also, stresses methods in teaching Geography in the Seventh and Eighth grades. Credit three semester hours.

Science 114. Geology 1. This course includes a study of structural Geology. Three recitations and one laboratory period per week are required. Credit three semester hours.

Science 115. Geology 2. This course will include a study of historical Geology. Three recitations and one laboratory period per week are required. Credit three semester hours.

Science 116. Geography of Asia. Credit three semester hours.

Science 117. Geography of Latin America. Credit three semester hours.

Science 118. Bacteriology. A study of micro-organisms and their relation to Human Welfare. Second semester. Science 109 prerequisite. Credit three semester hours

Advanced Physiology 1. This course will include a study of the structure and composition of the tissues and organs of the human body. Two recitations and one double laboratory period per week. Credit three semester hours.

Advanced Physiology 2. This course will include a study of functions and care of the tissues and organs of the human body. Two recitations and one laboratory period per week. Credit, three semester hours.

II. SPECIAL DEPARTMENTS

1. Art
2. Home Economics
3. Industrial Arts
4. Music
5. Physical Education

Department of Art

NORMAL SCHOOL COURSES

*Drawing 1. Sufficient knowledge of the subject to enable the student to intelligently follow plans as suggested by Supervisors of Drawing, or which may be found in the various school magazines devoted to the subject, is the aim of this course which is as follows:

1. Development of the sense of color, direction, proportion and form.

2. Linear perspective. Drawing from geometrical forms, vases, etc. Also blackboard drawing in both crayon and charcoal.

3. One finished composition in which the knowledge of line and color acquired by the student during the term is practically applied, will be required. This will be in the form of a poster, or an illustrated booklet. Credit one-fourth unit.

*This course is a prerequisite for Art 103.

Drawing 2. Art Structure is the subject under consideration for this semester. This will include color theory, the principles of applied design, and the working out of original patterns for silks, tapestries, etc., from flower motifs. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Drawing 101. In the training for the teaching profession, skill in drawing should be sought as a means of expression, and not considered as an end in itself. In this course we take up design, including picture study, lettering and the making of artistic cards. Subordination and rythmic repetition as the underlying principles of applied design and sketching in colors from nature complete the work of the semester. Credit three semester hours.

Drawing 102. Advanced perspective will be the subject under consideration in this course and the work will include blackboard drawing in both crayon and charcoal. The drawings made in this course will make an intellectual appeal to the mind and will be helpful to the students of Mechanical Drawing. The course includes:

1. The principles governing the appearance of concentric circles.
2. The principles governing the appearance of conical shaped objects.
3. The principles governing the appearance of curved objects—vases, pitchers, cups, etc.
4. The principles governing the appearance of attachments such as handles, spouts, etc.
5. Illustrative work in crayon and charcoal.

Credit two semester hours.

Drawing 103. There are certain principles which are the basic foundation of all forms or design. These are:

1. Balance.
2. Rhythm.
3. Unity.
4. Harmony.

With a knowledge of these principles "Historic Ornament" is studied with the purpose of adapting the styles to modern use. These include American, Indian, Egyptian, Greek, Gothic, Renaissance, Japanese and Chinese. Credit two semester hours.

Drawing 104. The ability to draw intelligently and even artistically is not so much a matter of talent or genius, as it has heretofore commonly been supposed. The power to create beauty in line, color or form depends upon an educated sense perception. When the mind thinks in terms of beauty of line and color, some form of expression may easily be acquired. In this course, special attention is given to original work, much of which is done outside the classroom. Posters, advertisements and applied design to be used in commercial ways, will be made the basis of instruction for the course, and will include: Pattern, Decoration, Construction, Composition and Application. Credit three semester hours.

Art 105. Pottery. This is a course in building, coiling, glazing, and firing clay bodies. The student not only learns to make pieces by hand, but is also taught to use the potter's wheel. Credit two semester hours.

Art 106. Applied Art. The purpose of this course is to put to a practical use the theory and technique of the previous design courses. Color plates are made of each problem, then applied to such objects as parchment shades, wooden book-ends, silk scarfs, tin candy boxes, etc. Credit three hours.

Art 107. Art Appreciation. The purpose of this course is, primarily, to acquaint the pupil with the masterpieces of painting. It is impossible to undertake to include all great painters or all of their paintings in so limited a time. However, 100 of the most well known masterpieces suitable for the purpose are included, varied enough in character to sustain interest throughout the course. Credit three hours.

Department of Home Economics

NORMAL SCHOOL COURSES

Home Economics 1. Clothing. The subject matter of this course will include hand and machine sewing and the construction of simple garments. Credit one-half unit.

Home Economics 2. Food Study. This is a study of the fundamentals underlying food preparation. Credit one-half unit.

Home Economics 3. Dressmaking. Simple cotton and linen and tub silk dresses are made. Prerequisite: Home Economics 1. Credit one-half unit.

Home Economics 4. Meal Planning and Sewing. This is a continuation of Home Economics 2. Credit one-half unit.

Home Economics 5. Textiles. A study of the leading textile materials is made. Simple home tests for adulteration, etc., are made. This also includes special treatments of textile materials in laundering Credit one-half unit.

Home Economics 6. Household Management. A general course to cover various household problems, such as selection of wall coverings, drapes, furniture, etc., as well as the general management of the routine work of the household. Credit one-half unit.

COLLEGE COURSES

***Home Economics 101.** Food Preparation. This is a study of the chemical composition and the use of foods in the body. Also the fundamental principles of cooking. Prerequisite: Chemistry (Science 103), or you should be taking Chemistry at the same time you are taking this course. Credit three semester hours.

***Home Economics 102.** Elementary Garment Making. This is designed to give a foundation for all sewing. It deals principally with the construction of undergarments. Credit three semester hours.

***Home Economics 103.** Dressmaking. Cotton, silks, and wool materials are used in the making of dresses, skirts, and blouses. Prerequisite: Home Economics 102 and Art 103. Credit two semester hours.

Home Economics 104. Textiles. This deals with the selection and care of the various textile fibers. There will be a great deal of laboratory work in this. Credit two semester hours.

It is suggested that students take this course either before taking Home Economics 102, or take it at the same time.

***Home Economics 105a.** Household Problems. Sanitation. A study of the plumbing, ventilation, and lighting of a house. Household pests and how to get rid of them. Credit three semester hours.

Home Economics 105b. Continuation of 105a. Interior decoration and a study of the organization and equipment of households. Prerequisite: Home Economics 105a and Art 101 and Art 103. Credit three semester hours.

Home Economics 106. Household Management. A study of the scientific and economic management of the home. Students perform home duties in the apartment. Records of time and expenditure are kept. Prerequisite: Home Economics 101, 102, 105a, 105b and 107. Credit five semester hours.

***Home Economics 107.** Meal Planning and Serving. Students plan and prepare meals in groups and later an individual planning and preparation is done. Prerequisite: Home Economics 101 and Chemistry—Science 103 and 104. Credit two semester hours.

Home Economics 108. Millinery. Construction work in buckram frames, covering frames, making of trimmings, renovation of velvets, etc. Prerequisite: Home Economics 102 and Art 103. Credit two semester hours.

Home Economics 109. Costume Designing. Study of historic costume, the effect of lines on the figure, designing, draping, and cutting without commercial patterns. Prerequisite: Home Economics 102-103 and Art 103. Credit three hours.

***Home Economics 110.** Dietetics. This course includes practice work in calculating one hundred caloric proteins of food; planning dietaries and special diets for sick. Prerequisite: Home Economics 101, 107, and Physical Education 101 and one year of Chemistry. Credit three semester hours.

Home Economics 111. Care of Children. A general study of infant nutrition and general home care of the child. Prerequisite: Home Economics 101, 107, and 110. Credit two semester hours.

Home Economics 112. Home Nursing. This course aims to teach girls how to meet emergencies in illness and how to take care of sick in the home. Such things as bed-making with a patient in the bed, simple things that can be made to make the patient more comfortable are taught. Prerequisite: Physical Education 101. Credit two semester hours.

Home Economics 114. Practice Teaching. This course follows Home Economics 112 and gives girls majoring in Home Economics an opportunity to teach under the directions of trained teachers. The number of hours of teaching is fixed by the head of the department. A minimum of one semester hour credit and a maximum of three semester hours credit is granted.

NOTE.—Courses required of all students majoring in Home Economics are starred.

Department of Industrial Arts

NORMAL SCHOOL COURSES

The work in manual training is arranged, first, to aid those who must for some time to come teach both industrial art subjects and academic subjects in the grades or high schools of the state; second, to provide thorough preparation for students who desire to become special teachers, directors and supervisors of industrial art subjects; third, to furnish courses for students who desire to enrich the traditional lines of liberal study.

The required courses are planned for the first class, and for the second and third classes, subjects are offered for individual election.

The demand for competent teachers in the industrial art subjects exceeds the total supply of such teachers from all sources. In many localities teachers are sought who can teach both the manual training work and the common branches, and better salaries are offered for this class of teachers than for teachers who can teach the common branches only.

Students doing their major work in this department should begin shop work and mechanical drawing at the same time.

Manual Training 1. Elementary Bench Work. A course in elementary work involving problems which may be worked out in the intermediate grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Credit one-half unit.

TEACHERS COLLEGE COURSES

Manual Training 101. Elementary Mechanical Drawing. This course is for students who have never studied mechanical drawing. A time limit is set upon each drawing suitable for the average student. Practical time saving movements are explained and demonstrated. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, projection, inking, tracing and blue printing. Freehand sketches of problems are given to the student to make working drawings. Credit two semester hours.

Manual Training 102. Intermediate Mechanical Drawing. In this course it is the aim to make the scope suit the needs of the student by allowing him to select either machine drawing or architectural drawing. The machine drawing covers work in freehand sketches of machine details from models, details and assembly drawings, conventions and machine parts, covers gearing and a study of drafting room practice. The architectural drawing covers work in conventions,

typical details and a plan for a small bungalow. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 103. Advanced Mechanical Drawing. This course is organized for teachers of mechanical drawing and persons who have some practical experience in drafting. The purpose of this course is to prepare teachers of mechanical drawing to handle the subject in the public schools. Special emphasis is placed on the necessity for careful preparation on the part of the teacher; proper methods of presenting material, and the planning of courses of study. Considerable time is given to lectures and student demonstrations. The class makes a series of drawings selected from different phases of mechanical drawing, perspective drawing and practical representation. The problems are demonstrated from the professional standpoint. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 104. Elementary Cabinet Making. The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction upon details of construction, gluing, scraping, sanding, finishing, upholstering, and costs of materials. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 105. Advanced Cabinet Making and Mill Work. This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery and in methods of preventing accidents in operation. Work is required in the upkeep and care of tools and machinery. The practical work consists of: Making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber, finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisite: Elementary Cabinet Making. Credit two semester hours.

Manual Training 106. Wood Turning. This course deals with various methods in turning in hard and soft woods; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used, as well as lectures on the history of turning and the lathe. Speed for different types of stock, the various materials used in turning, turning as a trade, management, organization, and the teaching of wood turning are also in-

cluded. Attention is given to planning courses of study, equipment, materials, buying and installation. The latter part of this course is devoted to design and making of products suitable to the decoration of cabinet work. Prerequisite: Elementary Mechanical Drawing and Elementary Cabinet Making. Credit two semester hours.

Manual Training 107. Farm Mechanics. A course involving work in wood metal and concrete, and includes the making of such projects in wood as work bench, wagon jack, single tree, evener, poultry appliances, and concrete forms; in concrete, one or two problems in plain and reinforced construction; in forgery, a series of projects adapted to farm use. A study is made of farm implements and repair of same. A drainage project will be worked out in full. Students of agriculture and those teaching in rural and county high schools will find this a profitable course. No prerequisite. Credit two semester hours.

Manual Training 108. Patternmaking. The patternmaking course takes up the technical details in a simple way. The student makes a number of exercises embracing the fundamentals of patternmaking. The actual work consists of bench and machine woodwork and wood turning. Instruction and demonstrations cover the use of machine and hand tools, application of patternmaking principles, methods of construction, methods of turning and methods of finishing the exercises. Advanced problems are assigned as soon as the student develops special ability. Prerequisite: Elementary Mechanical Drawing, Elementary Cabinet Making and Wood Turning. Credit two semester hours.

Manual Training 109. Special Course in Manual Training. This course is for teachers wishing to review some phase of the work or to make projects of an original design. The nature of the work will be decided upon by student and instructor. Prerequisites to be decided by the instructor. Credit one semester hour.

Manual Training 110. Method in Manual Training. This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school system, equipment, planning of courses, arrangement of shops, and methods of teaching will be given the student. Prerequisite, six hours' credit in Manual Training. Credit one semester hour.

Handwork. Subjects covered in this course are paper and cardboard construction with some weaving and basketry, presented in such a way as to be of special value to teachers and supervisors of the lower grades. Information is given about equipment and supplies for this work.

The work in construction is arranged so that the exercises proceed from the simple to the complex. A large variety of different kinds of problems is worked out using the different kinds of common media. Suggestions are given for other problems.

Some time is devoted to discussions and consideration of methods of teaching. Students are shown how the work can be correlated with subjects taught in the grades. Credit one-fourth unit.

Department of Music

NORMAL SCHOOL CLASSES

Music I. This class offers work along three principal lines; a study of the Theory of Music; practice of Music; the art of listening to Music. Students are made familiar with the marks of musical notation; key signatures; scales, metre; pitch names; use of piano keyboard; material to be taught in the grades and methods of presenting it. Credit ¼ unit.

Music II. This class offers work in advance of that done in Music I and is an elective in the Normal School course. Harmony, both elementary and some advanced work is presented; part singing; transposition; study of song analysis; triads; composition; harmonizing melodies; the practise work includes writing original melodies and harmonizing them; part singing and how introduced; study of the instruments of the Symphony Orchestra. Credit ¼ unit.

TEACHERS COLLEGE CLASSES

Music 101. This class is designed for students who have had the customary musical training furnished by the average high school: marks of musical notation are studied; rules for writing music; major, minor and chromatic scales; transposition; chords; triads; study of great composers and their music; study of orchestral instruments; material for all grades; methods of teaching; two and three part songs. Credit two semester hours.

Music 102. This class does work in advance of Music 101 and is elective in the Teachers College course. Advanced study of the Theory of Music is taken up, elementary and advanced harmony; history of music and musicians; well known compositions; conducting the school glee club; the school orchestra; music as a socializing force, in the school and community. Material suitable for upper grades and high school; methods of presentation; the adolescent voice. Credit two semester hours.

Music 103. This class is designed for those grade and high school teachers who are planning to do departmental work or who wish to specialize in the teaching of music in a school in addition to their other school duties; methods of presenting theoretical points are discussed; texts to use for theory work; oral and written dictation; ear training; sight reading; ensemble; song material; operettas, cantatas, school musical programs, music festival; the monotone and non-singer; the adolescent voice; school orchestras and glee clubs, conducting. Credit two semester hours.

Music 104. The work of this class will be done in connection with the instructor who has charge of the music in the training school and

is designed for those who wish special training in public school music supervision. Opportunity for observation and a certain amount of practise teaching are offered. Credit 2 semester hours.

MUSICAL ORGANIZATIONS

Eastern Community Chorus. Membership in the chorus is open to every student at Eastern; the sole requirement is the possession of the song book used for this work. Rehearsals are held once per week and are thirty minutes in length. The chapel period is assigned for a community sing once per week during the regular school year. Songs suitable for community singing will be studied.

Eastern Male Chorus. Membership in this organization is limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition. After all applicants have been tested the names of those who were successful will be posted. The best arrangements of music for male voices will be studied.

Eastern Madrigal Club. Membership in this organization will be limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition; after all applicants are tested the names of those who are successful will be posted. Combined rehearsals with the Eastern Male Chorus will be held during the second semester leading up to the programs for the annual May Festival.

Eastern School Orchestra. The following instruments will be admitted to the Orchestra upon evidence of ability of student to play them in an acceptable manner. Violin, Violoncello, Cornet, Trombone, Clarinet, Flute, Piccolo, Piano, Saxaphone, Tuba String Bass Side Drum, Bass Drum. All students applying for membership are required to apply in person to the Director of Music and, if required, to give evidence of their ability to read music.

NOTICE

Students who wish to enter any of the above organizations are urged not to do so primarily for school credits. One semester hour is all that is possible regardless of the length of time you may take part in the work. In order to be granted this a student must be regular in attendance at rehearsals and remain in the work at least for one full school year. Students who are members of the Orchestra are not permitted to become members of the male chorus or madrigal club and no members of the latter organization may become members of the school orchestra.

The May Festivals at Eastern are annual events of great interest to the student body and the people of Richmond and vicinity. The best talent obtainable is secured and one program is always given over to a concert by the school musical organizations. Frequent appearances during the year at school assemblies and other functions

and appearances at the music contest at the Kentucky Educational Association in April of each year lend great incentive to the regular rehearsals.

Eastern School Orchestra was awarded the silver loving cup in the music contest at the K. E. A., Louisville, Kentucky, in April, 1924.

PIANO

This course in piano is arranged to admit pupils to any grade for which they are qualified. As all lessons are given individually it has not been considered advisable to adopt a complete course to be followed arbitrarily with every student. Only the general outline of the following course is adhered to, but it is given here in order that a student may determine his classification and have something definite to work from.

I. Training in correct position of the hand, independent finger action, legato and staccato touch; fundamentals of musical notation, ear training, studies in rhythm and simple scale forms. Studies selected from Kohler Op. 190; Streabbog Op. 63 and 64.

II. Oral technic and major scales. Kohler Op. 157 and 242; Burgmuller Op 100; Easy Sonatinas by Clementi.

III. Hanon technic; major and minor scales; Duvernoy Op. 120; Bertini, Twelve Little Preludes and Pieces; Heller Op. 47; Sonatinas by Clementi and Kuhlou and simple pieces of the same grade.

IV. Hanon technic; major and minor scales; Czerny Op. 299; Heller Op. 45; Bach's Little Preludes and Fugues; Sonatas by Haydn and Mozart and pieces of the same grade.

V. Pischna technic; scales and arpeggios in all keys; Czerny Op. 299; Hasert Op. 50; Bach, two voice inventions; Sonatas by Mozart and Beethoven and composition by classic and modern composers.

VI. Pischna technic; scales and arpeggios in all keys; Czerny Op. 740; Cramer's Fifty Etudes; Bach, Three Part Inventions; Sonatas by Beethoven and compositions by classic and modern composers.

Department of Physical Education

NORMAL SCHOOL COURSES

Physical Education 1. The primary aim of this course is to prepare rural school teachers to teach the subject of public health, hygiene and sanitation. Some physiology is taught in this course as a background on which to build a proper knowledge of health. Play and gymnastics as a means of producing healthier children are given proper attention. Credit one-half unit.

Physical Education 2. In this course the teacher is taught many games; also, how to supervise and direct them. Physical exercise and its relation to the health of the individual receives major emphasis. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Physical Education 101. Health, Hygiene and Sanitation. The aim of this course is to teach health, hygiene and sanitation. Some physiology is taught as a background on which to build a proper knowledge of health. Medical inspection, nature and transmission of diseases among school children, prevention of diseases, physical exercises, etc., are subjects dealt with in this course. Credit three semester hours.

Physical Education 102. Play. Text book work on the theory of play, lectures on the practical management of the playground, and demonstration and practice of games. The growth of the play movement in England, Germany, and the United States is followed, with the development of municipal playgrounds and social centers. On the practical side the following topics are treated: equipment, apparatus, courts, games, tournaments, festivals, efficiency tests, group athletics and manual constructive work. Credit two semester hours.

Physical Education 103. Physiology of Exercise. A text book course, supplemented by lectures and laboratory work, on the physiology of the muscles, nerves, circulation and respiration, with especial relation to the effects of bodily exercise. Credit two semester hours.

Physical Education 104. Organization and Administration of Physical Education and Athletics. Problems in organization and administration in physical education and athletics. Intercollegiate, intramural and mass athletics. Sportsmanship and ethics. Credit one semester hour.

Physical Education 105. History of Physical Education. A discussion of the gymnastics of the Greeks and the Romans, of the decline and revival of exercise and sports, the growth of our modern system of physical training, the play movement, recent national and

state legislation regarding physical education, is made in this course. Credit one semester hour.

Physical Education 106. German Gymnastics. This course includes running, tactics, free gymnastics (with and without apparatus), games, and methods of teaching. Credit three semester hours.

Physical Education 107. Swedish Gymnastics. This is a course in Swedish floor work, with special attention to the physical development of each individual student in the class. Credit one semester hour.

Physical Education 108. Football. Instruction is given each fall to about 50 men in the college game of football. A first team plays about seven or eight games with the teams of other colleges. The other men in the squad have the same instruction and practice daily on the field and can play on the teams that scrimmage against the regulars. Many men learn the game for purposes of coaching who are not physically fit to play in all phases of it. Credit one semester hour.

Physical Education 109. Basketball for Men. We usually have 50 or more men enrolled in basketball. A college team is selected and a second team, each playing a schedule of games with the teams of other institutions. Men not making these teams are organized into class teams and they play a tournament among themselves and with other local teams. Credit one semester hour.

Physical Education 110. Baseball. A large class is conducted in this sport, including a first team and several class teams. Effort is made to train all the men in the details of base running, batting, fielding, team play, signals, plays and rules. Credit one semester hour.

Physical Education 111. Track and Field Sports. A track team meets the teams of other colleges in dual contests, and class contests are carried on among the men who are not on the team. Special instruction is given in the details of running, hurdling, jumping, starting, putting the shot and vaulting. Credit one semester hour.

Physical Education 112. Basketball for Women. This class is offered for a limited number of students who wish to learn to coach the game, as well as for those who wish to enter it in order to try to make the varsity team. The class meets for four hours each week. Credit one semester hour.

Physical Education 113. Community Recreation. This course is designed to prepare students to direct the recreation of a community. An attempt will be made to determine what games and sports interest young people. Members of this class assist in conducting the Saturday evening games in the gymnasium. Credit one semester hour.

Alumni

CLASS 1907

Bailye, Eva ..... Harrodsburg
Jeffers, Jennie ..... Greenville
Mason, Mabel ..... Richmond
Rice, Alma R. ..... Richmond
Sullivan, Hattie M. .. Williamsburg

CLASS 1908

Abner, Jas. R. ..... Barbourville
Dale, C. S. ..... Epworth
Daniel, William E. ..... Red Bush
Davis, Ruth W. ..... Carlisle
Gaines, Alberta ..... Bullitsville
Gray, Caroline M. .... Williamstown
Morris, Emma Russell
Barbourville
Sullivan, Flora J. .... Williamsburg
Ward, W. B. ..... Inez
Womack, Alma ..... Oldtown

CLASS 1909

Anderson, Leslie ..... Stanford
Chandler, S. B. ..... Sip
Davis, H. L. ..... Ashland
Fallis, O. B. ..... Danville
Gifford, C. H. ..... Sardis
Holbrook, C. S. ..... Red Bush
Jones, J. C. ..... Barbourville
Morgan, Elizabeth W. .... LaGrange
Pettus, Ila ..... Lancaster
Scott, Cathryn V. ..... Richmond
Starns, D. H. ..... Williamstown

CLASS 1910

Baker, Clyda ..... Hazard
Baker, Eunice ..... Hazard
Bergmeyer, Gretchen ..... Dayton
Boothe, I. H. ..... Richmond
Bradford, H. T. ..... Brooksville
Brooks, David ..... River
Campbell, J. B. ..... Barbourville
Caudill, W. M. ..... Hollybush
Colyer, Mary Lee ..... Richmond
Cox, Lula ..... Junction City
Culton, T. B. ..... Crab Orchard
Cundiff, E. F. ..... Somerset
Davis, Allen ..... Freestone
Davis, James S. ..... Dickman
Farley, Lela ..... Rockhold
Evans, Mattie .. Plummer's Landing
Ferguson, Burdeaux .... Winchester
Ferguson, R. C. ..... Fannin
Gragg, Everett ..... Somerset
Greenleaf, Van ..... Richmond
Hamilton, Geo. D. ..... Stout, O.
Houchins, Jennie ..... Vanarsdall
Hughes, Bessie ..... Edenton
Hylton, Cora ..... Cody
Irvine, J. S. ..... Science Hill
Jones, O. V. ..... Owenton
Long, Agnes ..... Harrodsburg
Lander, Alice E. ..... Richmond
McDougle, Ivan E. ..... Richmond
McHargue, Sue B. ..... London
Maynard, James G. .... Catlettsburg
Moneyhan, Edith ..... Augusta
Moneyhan, Edna ..... Augusta
Morgan, Libbie ..... Libbie
Mullikin, O. L. ..... Sardis
Neace, John G. ..... Booneville
Prose, Bertha ..... Irad
Qualls, Webster ..... Olive Hill
Richardson, Edgar .... Science Hill
Roling, Lena Gertrude .... Richmond
Sasser, Mrs. Alice ..... Tuttle
Scott, Elizabeth ..... Helena, Ark.
Scoville, Elizabeth ..... Atlanta
Sharon, Lowell ..... Richmond
Sheriff, Robert ..... Owenton
Tartar, Gertrude ..... Cains Store
Taylor, Eva ..... Somerset
Tye, J. J. ..... Barbourville
Webb, Arnold ..... Blairs Mill
White, Catherine ..... Richmond

CLASS 1911

Alcorn, Nora ..... Greenwood
Arnold, Sue V. ..... Wheatley
Amburgy, Maryland D. ..... Amelia
Buchanan, Lelia Gore .. Middlesboro
Brammar, John C. ..... Susie
Carter, Frank M. ..... Flora
Dyche, Emily Byers ..... London
Dodson, Flora ..... Monticello
Elmore, Mary ..... Lancaster
Everage, Mary ..... Hindman
Faulkner, Garnet ..... Catlettsburg
Huffaker, Leona ..... Lawrenceburg
Jackson, Sadie Rea .... Catlettsburg
Luttrell, Paul ..... Tackets Mill
Moore, George Mansfield ..... Corbin
Meece, Virgil Franklin .... Somerset
Pettus, Mary Rebecca ..... Stanford
Parard, Marie Josephe ..... Ashland
Pollitt, Clara Edna .... Middlesboro
Roberts, Bryon Mason .... Wheatley
Reed, Everett Hampton .... Mayslick
Reid, Homer Lloyd ..... Somerset
Schwartz, Kathryn A. .... Covington
Tinder, Delia ..... Lancaster
Ward, Sarah Ellen ..... Paintsville
Walker, Fay Rowlett ..... Owenton

CLASS 1912

Chambers, Jay Lea ..... Kensee
Daniels, Flora B. ..... Catlettsburg
Ewen, Mabel Russell ..... Stanton
Glass, Fannie ..... Booneville
Gullett, Will Press ..... Cannel City
Hamilton, Anna Laurie .. Richmond
Jordan, Victor A. ..... Barbourville
Johnson, Sheila ..... Fort Thomas
Morgan, Arvon T. ..... Owenton
Kelley, Nora Starke ..... Euclid
Kelley, Sara Maude ..... Euclid
Lester, Lena Elizabeth ..... Tuscola
McNutt, M. H. ..... Bradford
Morriss, Marian Allen ..... Warsaw
Mathias, Anna ..... Carlisle
Rayburn, Maude Mae ..... Emerson
Rich, Ada ..... Lancaster
Schirmer, Margaret Elizabeth
Ghent
Thurman, Ninnie B. ..... Nashtown
Trent, Ada ..... Lawrenceburg
Vaught, Allie A. ..... Somerset

CLASS 1913

Amburgey, L. M. ..... Hindman
Ballard, May ..... Richmond
Bertram, Elizabeth ..... Valley
Bogie, Annie Miller ..... Richmond
Boothe, John E. ..... Richmond
Brock, Marie ..... London
Broaddus, Kavanaugh ..... Richmond
Bryant, Ben ..... Corbin
Caywood, James ..... Wedonia
Cox, Ella K. ..... Concord
Covington, Mary Q. ..... Richmond
Crowder, Mabel ..... Lawrenceburg
Day, James ..... Caney
Day, Angella ..... Hunnewell
DeLong, H. G. ..... Inez
Dempsey, Corrine ..... Inez
Floyd, Mary ..... Somerset
George, Edythe ..... Covedale
Gould, Willie ..... Vincent
Hale, Mahala ..... Gray
Haley, C. F. ..... Brooksville
Harris, O. H. ..... Hale
Hendren, Allie Elizabeth
Lancaster
Henry, Elizabeth B. ..... Lexington
Johnson, Fannie ..... Paintsville
Johnston, Nell ..... Nicholasville
Kennard, Albert ..... Augusta
Lake, Alma ..... Berea
Laubisch, O. A. ..... DeMossville
Lewis, W. H. ..... Blaze
Lutes, S. B. ..... Beattyville
McCarty, Anna Mary ..... Butler
McDougle, Miree ..... Richmond
Messman, Margaret ..... Dayton
Mills, Howard H. ..... Kenton
Oldham, Emma ..... Richmond
Osenton, Mabel ..... Greenup
Quillen, Marie ..... Heidelburg
Remy, P. D. ..... Lowder
Scoville, Magnolia ..... London
Smith, May ..... Troublesome
Sporing, T. B. ..... California
Stidham, C. B. ..... Beattyville
Stigall, Dumont ..... Somerset
Taylor, Eddie ..... Burnside
Taylor, Emma ..... Burnside
Thomson, Henrietta ..... Frankfort
Williams, E. W. ..... Island City
Ware, Daisy Lynn ..... Somerset

CLASS 1914

Akin, Paris B. ..... Burlington
Ammermann, Mary Jane
Cynthiana
Ballard, Leonard H. ..... Valley View
Bertram, Anna L. ..... Valley
Bowman, Daphne H. ..... Richmond
Brown, Fannie May
N. Middletown
Caldwell, Leander Cox
Catlettsburg
Calico, Zula Elizabeth ..... McCreary
Coons, Nellie ..... Lexington
Clark, L. A. ..... South Fork
Clark, Emsy ..... Odds
Cornelison, Lula McKee ..... Richmond
Chrisman, J. Warren ..... Covington
Davidson, Perry ..... Oneida
Dempsey, Evelyn ..... Inez
Deatherage, Willie Mae ..... Richmond
Dodsworth, Vivian May
Cold Springs
Donahue, Anna M. ..... Danville
Doty, Mary ..... Richmond
Early, Beulah Newman ..... Rockhold
Early, Lena Agnes ..... Corbin
Gilmore, Charles M. ..... Ringo's Mills
Gordon, Anna Elizabeth ..... Wilmore
Gray, Mary Frances ..... Harrodsburg
Hacker, Isaac ..... Buena Vista
Harmon, Ella Maude ..... Brumfield
Hale, Lule ..... Hindman
Hayden, Maude Frances ..... Richmond
Hemlepp, Emma Theresa ..... Ashland
Horine, Elizabeth ..... Nicholasville
Houchins, Ollie Mae ..... Harrodsburg
Johnson, Rowena ..... Harrodsburg
Kirk, Herschel R. ..... Irvington
Lipps, Matie Louise ..... Hustonville
Martin, Margarette ..... Carlisle
McWhorter, Stella Mae ..... Paint Lick
Myers, Nancy Bourne ..... Richmond
Plummer, Nancy K.
Stamping Ground
Price, Florence Ethel ..... Cottonburg
Price Hobart V. ..... Cottonburg
Price, Odessa Blaine ..... Cottonburg
Rankin, Edna Mae ..... Monticello
Redwine, Marcus C. ..... Sandy Hook
Rice, Linnie M. ..... Sumpter
Ross, Mary E. ..... Sharon
Sams, Eva Edith ..... Georgetown
Scoville, Hallie May ..... London
Scrivner, Ruth ..... Richmond
Seitz, Florris ..... West Liberty
Skinner, Thomas W. ..... Buena Vista
Smallwood, Enoch ..... Dorton
Thompson, Stella E. ..... Primrose
Tipton, Pressly H. ..... London
Turner, Ervine ..... Canoe
Vories, Emma DeWitt ..... Sparta
Walsh, Lula ..... West Liberty
Williams, B. M. ..... Pineville
Whaley, Nancy Myers
Millersburg
Williams, John L. ..... Pineville

CLASS 1915

Barnette, Rebecca Jayne ..... Somerset
Bowan, Betsy ..... Bowen
Cook, Leland ..... Dema
Crawford, Albert B. ..... Rose Hill
Duffy, Cornelia Read ..... Cynthiana
Evans, Mollie T. ..... Nicholasville
Farley, Minnie Elizabeth
Richmond
Galey, Ida Mae ..... Kirksville
Gilbert, Ellyn Christena ..... Richmond
Goodman, Keener C. ..... Ashland
Harris, Lelia J. ..... Richmond
Hampton, Daisy ..... Corinth
Hickok, Katherine ..... Covington
Holliday, Surrilda ..... Stacy
Hearne, Hanna Jane ..... Richmond
Huguely, Henry Wood ..... Richmond
Lamb, Naomi N. ..... Campbell
Land, Ettabelle ..... Shelbyville, Ind.
Liles, Ella ..... Tannery
Liles, Eva ..... Tannery
Lutes, Maude Alma ..... Primrose
Maupin, Ama Dillingham ..... Moberly
McComis, Madge Mae
Catlettsburg
Moyers, Fannie ..... Berea
Phillips, Rebekah A.
Liberty Road
Richie, William ..... Fristie
Smith, C. E. ..... Yale
Vogel, Clare Louise ..... Newport

Wade, Saline ..... Bagdad
Walker, Belle McM. .. Lawrenceburg
Ward, Forest ..... Sharpsburg
White, Bess ..... Richmond
Watkins, Alice E. ..... London
Yates, Margaret M. ..... Kingston

CLASS 1916

Adams, Louise Rhorer ..... London
Akers, Ezra ..... Printer
Asher, James J. ..... Hyden
Bates, Joseph B. ..... Kite
Bennette, Verna ..... Wilmore
Blackburn, Lena ..... Covington
Brady, Maud Evelyn ..... Greenup
Bedford, Emma Chanslor
Lexington
Baker, Emma Beryl ..... Richmond
Cain, Oliver Walter ..... Bradley
Cubbage, Ann Mary ..... Owenton
Dietrich, Lois ..... Winchester
Downard, Mary Elizabeth .. Sunrise
Dobrowsky, Rose ..... Richmond
Early, Nellie Katherine .... Corbin
Gibson, Ellen Christena .. Lexington
Goldenberg, Carrie ..... Vanceburg
Hays, Willie ..... Hindman
Hoskins, Ruth Gibson ..... Pineville
Jones, Brilla ..... London
Kelly, Robert Lee ..... Elic
Knox, Lilly Ulah ..... Rosslyn
Lancaster, Jennie Mae ..... Ghent
Lutes, Lloyd Hardin .... Paint Lick
Little, Robert E. .... Moore's Creek
McClure, Bernice ..... Mt. Sterling
McWhorter, Howard R. .... Ashland
Monahon, Harry F. .... Germantown
Lawson, Nan Wood ..... Lot
Morgan, Ida ..... Slickford
Merritt, Ethel ..... Elkin
Mills, L. H. ..... Barbourville
Mason, Matilda ..... Shelbyville
Mills, S. A. ..... Hammon
Nichol, L. DeGarmo .... Springdale
Noe, Fannie ..... Paint Lick
Noland, Miriam ..... Richmond
O'Brien, Betty ..... Covington
Rucker, Lucile ..... Ludlow
Ramsey, Alice ..... Winchester
Roland, Laura Beatrice ..... Dodge
Ruby, Golden ..... Frankfort
Rucker, J. G. ..... Catlettsburg
Shearer, Mollie ..... Monticello
Shearer, James R. ..... Hindalgo
Shearer, Lee ..... Hindalgo
Stone, Stella Hubble ..... Somerset
Sturgill, Norah Marie ..... Hindman
Spurlock, Eugene ..... Kirksville
Smith, Joshua ..... Ary
Smith, Prudence Allen ..... Dwarf
Stone, Lucile ..... Burgin
Turpin, Mary Kathryn
High Bridge
Thomas, Albrow B. ..... Hindman
Taylor, Hiram H. ..... Spider
Waters, Virginia Henshaw .. Goshen
Wilson, Lela Frances ..... Levee
Williams, Mrs. John L. .... Pineville
Wills, Omar Robbins ..... Covington

CLASS 1917

Adams, Mattie ..... Sharpsburg
Allman, Carrie A. ..... Richmond
Boothe, Gertrude ..... Carlisle
Baughman, Sadie S. .... Hustonville
Bourne, Mayme ..... Nicholasville
Bridges, Olla Ray .. Stamp, Ground
Bronston, Jamie ..... Richmond
Brophy, Mary Irene ..... Jackson
Burton, Marietta E. ..... Danville
Carter, Va. Watts ..... Lancaster
Carpenter, Katie D. .. Harrodsburg
Champion, Ebon .... Lawrenceburg
Chandler, Eda S. ..... Owingsville
Clere, Easter L. ..... Catlettsburg
Cochran, Avonia ..... Berry
Coffey, Rena ..... Danville
Cooper, Anna E. ..... Bradford
Crowe, Lina B. ..... Paris
Crowe, Ida M. ..... Paris
Dalton, Lora I. ..... Zula
Demmin, Lillian W. ..... Covington
Dilgard, Louise ..... Ashland
Dotson, J. E. ..... Coleman
Ernest, Viola M. ..... Covington
Ewen, Mayme ..... Winchester
Falin, Winnie ..... Burr
Faris, Macie ..... Richmond
Galbraith, McClellan ..... Foster
Gilkerson, Florence ..... Winchester
Gillespie, C. G. ..... Yale
Goldenburg, Mary G. .... Vanceburg
Harris, Mattie B. .... Nicholasville
Haughaboo, Susan ..... Maysville
Hedden, Daphne M. .. Lawrenceburg
Heflin, Frances I. ..... Winchester
Heflin, Serena ..... Winchester
Henry, Evelyn Price .. Harrodsburg
Hill, Emery D. ..... Germantown
Hord, Anna M. ..... Richmond
Hubbard, Dillard ..... Crane Nest
Jones, Carrie B. ..... Hindman
Kenny, Katherine B. ..... Paris
Keyser, Sarah E. ..... Vanceburg
Lambert, Linwood K. ..... Rush
Lyon, Rachel C. ..... Hustonville
Marrs, Grace A. ..... Prestonsburg
Martin, Frances ..... Waddy
Martin, Lloyd L. ..... Crab Orchard
McKee, Miriam ..... Lawrenceburg
McKee, Martha Y. ..... Richmond
Moore, William ..... Booneville
Morgan, Luther Franklin .. Caution
Murphy, Alfred L. ..... Strunk
Nolan, Stella ..... Poor Fork
Parard, Katherine ..... Ashland
Parker, Ruth R. ..... Ghent
Patrick, A. Hester ..... Carlisle
Pery, Bernard I. ..... Butler
Pratt, Sara Mildred .... Catlettsburg
Prather, A. P. ..... Mt. Olivet
Roach, Dora E. ..... Lawrenceburg
Robertson, Imogen ..... Augusta
Rowland, Clayton ..... Scoville
Saunders, Jean ..... Bronston
Schoenfeld, Effie ..... Richmond
Searcy, Mary S. .... Lawrenceburg
Slack, Ida Mae ..... Dover
Sloan, Myrtle ..... Eubank
Smith, Katie B. ..... Richmond
Smith, H. Woodson .... Barbourville
Sword, Adeline H. ..... Crystal
Tibbals, Sarah ..... Somerset
Trimble, Kathleen ..... Somerset
Vickery, J. E. ..... Bethesda
Vories, Marion H. .. Campbellsville
Walker, Ellen ..... Richmond
Webb, Dermont G. ..... Nancy
Winn, Grace ..... Witt
Yeager, Carroll ..... Thealka

CLASS 1918

Burdett, Sallie S. ..... Stanford

Boudinot, Nancy ..... Frankfort
Brown, M. C. ..... Lawrenceburg
Boyer, Mary L. ..... Campbellsburg
Boyer, Martha K. ..... Campbellsburg
Cox, Caroline Lee ..... Ford
Cloyd, Pearl M. ..... Corbin
Cobb, Pluma ..... Owenton
Cotton, Beulah M. ..... Richmond
Chalkey, Mary Lillian ..... Covington
Chapman, Mollie V. ..... Quicksand
Duncan, Priscilla Primrose ..... Sinai
Evans, Nora Lee ..... Nicholasville
Everett, Grace A. ..... Covington
Garrett, Mabel Cree ..... Trinity
Gregory, Anna Lee ..... Frankfort
Gentry, Minnie W. ..... Spiro
Horn, Ama V. ..... Harrodsburg
Miller, Maud M. ..... Nicholasville
Morton, Mabel ..... Waddy
Miracle, James T. ..... Monticello
Montgomery, Mrs. L. H. ..... Pineville
Ogg, Nina Rachel ..... Dillon, Mo.
Sanford, Carol Hudson ..... Covington
Scott, Amelia Jane ..... Nicholasville
Shearer, Nancy William
Red House
Steele, Flora C. ..... Frankfort
Trammel, Ella May ..... Pine Knot
Taphorn, Mary Martha ..... Covington
Wilson, Huldah ..... Midway
Webb, Bennie M. ..... Ashland
York, Lottie Alice ..... Vanceburg

CLASS 1919

Ballinger, Lucy ..... Barbourville
Burchett, Minnie ..... Louisa
Champion, Lois ..... Lawrenceburg
Greathouse, Stella ..... Keene
Gudgel, Mary F. ..... Frankfort
Hacker, Mrs. Mary ..... Major
Harlow, Lora Mae ..... Bagdad
Miller, Nina ..... Harrodsburg
Mills, Otto ..... Flat Lick
McDonald, Linnie ..... Ghent
Pettey, Alice L. ..... Richmond
Powell, Rachel Mae ..... Lancaster
Rankin, Maggie Lou ..... Lancaster
Scrivner, Pearl ..... Station Camp
Shelton, Mrs. Nancy ..... White Hall
Sothard, Mary ..... Middlesboro
Thomason, Christine
N. Middletown
Whaley, Lettie S. ..... Flemingsburg

CLASS 1920

Binder, Josephine ..... Kenton
Campbell, Elizabeth R. ..... Myers
Coates, Mabel Ruth ..... Richmond
Calebs, Mrs. Dora ..... Lancaster
Collette, Gertrude M. ..... Berea
Capps, Mary D. ..... Bethel
Clubb, Mary Isabelle ..... Pleasureville
Calico, Mamie ..... Richmond
Duncan, Archie Cosby ..... Richmond
Driggs, Mabel Loud ..... Covington
Gibson, Henry H. ..... Mayking
Hopkins, Maggie ..... Carlisle
Hughes, Sibyl ..... Pleasureville
Jefferson, Elizabeth ..... Mayslick
Jett, Laura V. ..... Winchester
Jones, Lillian B. ..... Williamsburg
Moore, Bessie May ..... Nicholasville
Meeks, Eugenia ..... Waddy
Montgomery, Sudie F. ..... Paris
Moss, Georgia ..... Stanford
Neal, Martha Maye ..... Mt. Olivet
Reed, Curtis ..... Elise
Risk, Louisa ..... Richmond
Stroker, Lelia E. ..... Bethlehem
Tyng, Mrs. Gladys ..... Richmond
Tilton, Jessie Lee ..... Lexington
Teater, Maude ..... Cox Creek
Thomason, Louvenia
N. Middletown
Templeton, Lona M. ..... Moberly
Warren, Sudie T. ..... Franklin, O.
Williams, Lorena ..... Louisville
Williams, Martha E. ..... Florence

CLASS 1921

Adams, Mrs. Eliz. Cain ..... Falcon
Bisceglia, Barbara ..... Middlesboro
Baker, Myrtle Lee ..... Salvisa
Browning, Grace ..... Falmouth
Coates, Rowena ..... Richmond
Clifton, Louis ..... Dry Ridge
Covington, Hester Louise
Richmond
Dickerson, Lily B. ..... Simpson
Dettwiller, Daisy D.
N. Middletown
Fincel, Clara Jane ..... Frankfort
Floyd, Marie ..... West Point, Miss.
Fouch, T. E. ..... Elliottsville
Gilvan, Bessie H. ..... Bethel
Griffin, Myrtle G. ..... St. Helens
Hawkins, Nannie Belle
Lawrenceburg
Huddleston, Patty Genevieve
Middlesboro
Jewell, James William
Burning Springs
Johnson, Ruth ..... Harrodsburg
Lackey, Mary Elizabeth ..... Berea
Long, Mildred May ..... Quicksand
McCollum, Mrs. Emma
Travelers Rest
McKinney, Mary F. ..... Richmond
Monson, Sadie B. ..... Cynthiana
Mullich, Anita ..... Dayton
Reynolds, Maggie ..... Nicholasville
Rigney, Ella ..... Hustonville
Roberts, Delaine ..... Mintonville
Schormann, Huldah ..... Ashland
Stipp, Maye ..... Winchester
Story, Virginia ..... Ashland
Turley, Amy D. ..... Richmond
Watts, Ovie ..... Harrodsburg
Watts, Elsie ..... Harrodsburg
Walker, Lula Kern ..... Perryville
Yates, Emma Irene ..... Covington

CLASS 1922

Adams, Eunie Mae ..... Union
Adams, Kerney Milner
Whitesburg
Bell, Martha White ..... Lawrenceburg
Broaddus, Ruth Marie ..... Lancaster
Bryant, Beulah ..... Middlesboro
Calico, Mattie ..... Richmond
Clark, Julia ..... Paris
Clark, Myrtle Marie ..... Mt. Olivet
Coates, Lana Martine ..... Richmond
Colyer, Adaline ..... Mt. Olivet
Combs, Bradley ..... Whitesburg
Congleton, Mrs. Conley ..... Richmond
Crook, Margaret ..... Lawrenceburg
Dettwiller, Josephine Clendenin
North Middletown
Farmer, Edna Southard
Middlesboro
Foster, Ray Pirtle ..... Marion

Fox, Amelia Elizabeth.....Danville
Gentry, Sara Martin .....Richmond
Gillispie, Mildred Ellen
North Middletown
Griggs, Mary Erle.....Union City
Hall, Maye Edith .....Pleasureville
Harlow, Pauline .....Bagdad
Hart, Ethel E. .....Maysville
Hayes, Alma .....Olive Hill
Higgins, Herbert Talmage..Pulaski
Hisle, Virginia Walker..Richmond
Jones, Mary Joseph .....Richmond
Latimer, Genia Ruth
Junction City
Little, Daniel Boone.....Paint Lick
McDaniel, Mamie Clay
North Middletown
Moser, Walter Bryan....Middleburg
Owen, Naomi Woodson.....London
Owens, Mary Alma..Mitchellsburg
Pendleton, Mattie E.....Heidelburg
Perkins, Alice McGinnis
Williamsburg
Rice, Zelia .....Richmond
Rush, Paul Moore....Shepherdsville
Samuels, Eloise .....Richmond
Sandlin, Christine .....Richmond
Scott, Virgil B. .....Butler
Smith, Anna May .....Wasioto
Snyder, Bertha J.....Williamsburg
Soper, Ora Allen .....Nicholasville
Strother, Carolyn Lucille
Campbellsburg
Taylor, Willard Cowan.....Augusta
Tucker, Gladys L. .....Parksville
Turley, Margaret .....Richmond
Tyree, Ralph B. .....Rice Station
Vosloh, Helen .....Muncie, Ind.
Warner, Hattie C. ....Nicholasville
Watterfill, Mary Louise
Lawrenceburg
White, Joseph J. .....Hustonville
Willoughby, Hortense ....Richmond

CLASS 1923

Acra, C. S. .....Florence
Akens, C. N. .....Portis, Kansas
Allan, Alberta Clore .....Lagrange
Allan, Charlotte Ruth....Lagrange
Allan, Cordie Grace .....Lagrange
Arnett, Edgar .....Hendricks
Arthur, Alva .....Catlettsburg
Boggs, Edith .....Olive Hill
Botts, Josephine Chenault
Mt. Sterling
Campbell, G. W. .....Walden
Carter, Margaret Ann
Flemingsburg
Clark, Della May.....Mt. Sterling
Cochran, Lutie D. .....Covington
Cochran, Mayme .....Levee
Covington, J. Coleman....Richmond
Cox, Ellen .....Cynthiana
Cralle, Myrtle Marguerite
Covington
Davis, Edna .....Nicholasville
Deatherage, Valinda.....Richmond
Denny, Sam J. .....Betsy
Desha, Sarah Snell.....Cynthiana
Duckworth, Lucy M.....Cynthiana
Dunaway, William Dailey
Beattyville
Dunbar, Verna .....Union City
Duncan, Mrs. Mae Kenney
Lexington
Elam, E. E. .....Hyden
Elliott, Cecile .....Frankfort
Goggin, Ruth Esther .....Danville
Hansen, Eliza .....Boyd
Hill, N. M. .....Williamsburg
Hord, Laura Frances .....Richmond
Hord, Ollie .....Richmond
Hutchinson, Sarah .....Richmond
James, Virginia Tevis....Richmond
Jasper, Elizabeth .....Somerset
Jayne, John .....Richmond
Kalusy, Alice Mae .....Eminence
Karrick, Louticia .....Salt Lick
Kirk, Elsa Frances
Pewee Valley
Lane, Margaret .....Richmond
Leathers, Hettie Marie .....Sinai
Liles, Lowell .....Vanceburg
Lutes, Esther Florence.....Primrose
Martin, Susan Mary .....Waddy
Martin, Tabitha .....Stanford
Moss, Anna Britton .....Stanford
Owens, Bess Alice .....Pikeville
Owens, Thelma .....Moreland
Parks, Anna Lee .....Richmond
Pollitt, Ethel .....Covington
Prewitt, John W. .....Georgetown
Price, Lelia Myrtle .....Richmond
Proctor, Roy Estes.....Owenton
Ramsey, Jennie Elizabeth
Hustonville
Riley, Ruth .....Covington
Risk, Margaret .....Union City
Ross, Andrew J. .....Richmond
Rouse, Carlos Raymond.....Butler
Sammons, Eugene .....Greenup
Shearer, Isaac B. .....Frazier
Shearer, Morton .....Bethesda
Simpson, Capitola .....Corinth
Smiser, Louise .....Cynthiana
Smith, Gladys .....Richmond
Steele, Ida McKinley..Mt. Sterling
Stocker, Earle Rey .....Richmond
Stone, Fern .....Paris
Taylor, Mrs. Ethel Tudor
Richmond
Telford, Josephine .....Richmond
Templeton, Hobart .....Hyden
Vice, Mabel Ruth .....Moorefield
Vories, Marjorie ....Campbellsburg
Waits, Lucille Alline....Cynthiana
Watson, Mrs. Bertie T.....Owenton
Watts, Audie .....Harrodsburg
Wells, Lillian J. .....Wilmore
Whaley, Margaret Katherine
Moorefield
Wilson, Maude .....Kirksville
Wood, J. Herman .....Pine Knot

CLASS 1924

Adams, Kearney .....Lancaster
Aldridge, Irene Haseldon,
Lancaster
Arbuckle, Sara Evans....Richmond
Baker, Eula .....Richmond
Barberick, Julia Ann,
Morning View
Bodkins, Callia Elliott....Somerset
Bogie, Bernice .....Richmond
Boyer, Willie .....Campbellsburg
Bowman, Neal S. .....Richmond
Burke, Vesta .....Mt. Eden
Burns, Valeria Catherine,
VanArsdall
Bradshaw, Mary Stokes,
Monticello
Bryan, Robert Earl .....Stanford

Campbell, Clara ..... Gray
Campbell, Ethel ..... Gray
Caudill, Mrs. Edith Rice.. Jeremiah
Clancy, Agnes Bertha..... Carlisle
Cochran, Kathleen ..... Berry
Combs, Nora Mae ..... Turin
Cornelison, Myrtle ..... Richmond
Coughlin, Josephine.... Germantown
Crouch, Elizabeth Cecile, North Middletown
Day, Mary Vance ..... Somerset
Dearborn, Mae ..... Butler
Denney, Edwin R. ..... Monticello
Driggs, Eloise Polk ..... Covington
Ellis, Cecile Arthur ..... Maysville
Ellis, Henry L. ..... Houstonville
Estes, Bertha Mae .... Science Hill
Evans, Ethel Lee ..... Davisburg
Fanning, Iva Mae ..... Salt Lick
Fields, Davis ..... Gander
Fox, Barnett Clifton.... Winchester
Garrett, Martha Helen.... Richmond
Goodpaster, Ella Jane.... Salt Lick
Gray, Elvah Pearl.. Christiansburg
Green, Flossie Mae..... Danville
Hall, Helen Katherine, Pleasureville
Hance, Willie Brown ..... Glencoe
Harberson, Jane ..... Perryville
Harmon, Judson Spencer, Whitley City
Harmon, Lawrence Robert, Whitley City
Harrod, J. G. ..... Stanford
Harrod, Mrs. J. G..... Stanford
Hayden, Lunata ..... Richmond
Hiteman, Elsie Freda ..... Kenton
Hood, Claud M. ..... Elsie
Hord, Geneva J. ..... Richmond
Hoskins, Alma ..... Pineville
Hoskins, Alta ..... Pineville
Huff, Golda M. ..... Butler
Huffaker, Geneva..... Lawrenceburg
Huguely, Anna Catherine, Richmond
James, Robbie ..... Richmond
Jayne, Blanche ..... Morehead
Johnson, Bryan ..... Williamsburg
Jones, Mrs. John Spencer.. Parkers
Jones, Katherine ..... Rankin
Kalusey, Virginia ..... Eminence
Karrick, Ethel Mae ..... Salt Lick
Kelch, Augusta E. ..... Dover
Kennedy, Blanche ..... Somerset
Kindred, Frances Dean.. Winchester
Kunkle, Mable ..... Richmond
Lacefield, Archa Saunders, Harrodsburg
Lane, Florrie Overstreet, Richmond
Lane, Ruth R. ..... Buena Vista
Little, Fay Ward..... Paint Lick
Lowe, Lela Mae..... Mayslick
Lutes, Verna ..... Danville
Mackey, A. B. ..... Highway
Mainous, Clayton G. ..... Coupling
McCabe, Valeria ..... Sadieville
McDaniel, Minerva Bedford, Cynthiana
McKinney, Georgia M.... Moberley
Million, Harriett B..... Richmond
Mobley, Jessie Y. ..... Hitchins
Moffett, Mary Catherine, Lawrenceburg
Moreland, Lee Rogers, Hamilton, Ohio
Newby, Emma ..... Richmond
Norton, Egbert F. ..... Mt. Vernon
O'Neal, Anna Katherine..... Ghent
Osborne, Lou Elsie.... Mt. Sterling
Patrick, Grace ..... Carlisle
Pennington, Lacie Cecilia, Ashland
Perkins, Edna ..... Williamsburg
Perkins, Ivy May ..... Frankfort
Pinnell, Clara Mae ..... Lagrange
Reeves, Anna Louise..... Covington
Rice, Carolyn Y. ..... Richmond
Ricketts, Dorothy M..... Danville
Robinson, Grace Mae ..... Danville
Rominger, Virginia ..... Hope, Ind.
Routt, Virginia ..... Hustonville
Rowland, Clarice ..... Blake
Ruble, Sunbeam ..... Beuna Vista
Shepherd, Gladys Lucille, Mt. Olivet
Sine, Pauline ..... Butler
Smith, Eddie B. ..... Hindman
Smith, Gertrude ..... Hindman
Smith, Georgiana ..... Richmond
Smith, Ray E. ..... Butler
Smith, Margaret .... Campbellsburg
Stapleton, Eula Leah..... Ashland
Stocker, Bonnie Mae .... Richmond
Stokes, Sue V. ..... Monticello
Sudduth, Mary R. ..... Winchester
Swartz, Pauline ..... Mt. Olivet
Taulbee, Lillian Mae..... Hazard
Taylor, Julian Holbrook.. Owenton
Taylor, Riffie B. ..... Richmond
Terrill, Dorothy M. ..... Richmond
Ulery, Ethel ..... Owingsville
Urmston, Katherine Grace, Cynthiana
Walker, Blanche ..... Perryville
Webb, Lela..... Burning Springs
Williams, Olive Rose .... Wurtland
Williamson, June ..... Catlettsburg
Wilson, Ella Bond, King's Mountain
Wilson, Gertrude ..... Whitley City
Witham, Evelyn E..... Petersburg
Word, Carroll E. ..... Concord

CATALOG *of*

Eastern Kentucky State Normal School

and

Teachers College

Richmond, Kentucky

1925

Announcement of Courses 1925-1926

A Professional School for Teachers

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CALENDAR

1925

SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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1926

JANUARY

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FEBRUARY

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MARCH

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MAY

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JUNE

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JULY

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AUGUST

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ROARK COLUMNS

CAMPUS ENTRANCE

ROARK BUILDING

LIBRARY BUILDING

CAMMACK BUILDING—TRAINING SCHOOL

UNIVERSITY BUILDING

GYMNASIUM AND ATHLETIC FIELD

SEASON'S RESULTS

Eastern	19	Georgetown	15
Eastern	29	Hamilton	4
Eastern	10	Western	15
Eastern	30	Cumberland	10
Eastern	17	Wesleyan	18
Eastern	2	Transylvania	0
Eastern	34	Union	8
Eastern	21	Wesleyan	8
Eastern	39	Union	6
Eastern	17	Transylvania	12
Eastern	18	Hamilton	8
Eastern	13	Western	6
Eastern	10	Georgetown	20

SEASON'S RESULTS

Eastern	3	Kentucky Wesleyan	2
Eastern	7	Sue Bennett Mem'l	4
Eastern	11	State Freshmen	9
Eastern	4	Sue Bennett Mem'l	3
Eastern	14	Cumberland College	7
Eastern	13	Morehead Normal	3
Eastern	3	L. M. U.	4
Eastern	8	L. M. U.	9
Eastern	5	Morehead Normal	0
Eastern	1	State Freshmen	6

Calendar—1925-26

FIRST SEMESTER—18 WEEKS

Enrollment of students ..... Monday, Sept. 21, 1925.
Class work begins ..... Tuesday, Sept. 22.
Entrance examinations ..... September 21 and 22.
Last classes before Christmas holidays.
Holiday recess ..... Dec. 22 to Jan. 4, 1926.
Class work resumes ..... January 4.
First semester closes ..... Friday, January 22.
(Note—Teach two Saturdays during the semester.)

SECOND SEMESTER—18 WEEKS

Enrollment of students ..... Monday, January 25, 1926.
Class work begins ..... Tuesday, January 26.
Entrance examinations ..... January 25 and 26.
Teach Saturday, January 30, 1926.
Mid-semester opens ..... March 29, 1926.
Class work begins ..... March 30.
Teach Saturday, May 3.
Commencement play ..... Thursday, May 20.
Examinations for Advanced Certificate
People and Full Graduates ..... Friday, May 31.
President's reception to Senior Class ..... Friday, May 21, 8 to 11 p. m.

COMMENCEMENT WEEK

Annual sermon ..... Sunday, May 23, 7:30 p. m.
Class and Field Day ..... Monday, May 24.
Examinations ..... Tuesday and Wednesday, May 25 and 26.
Last chapel conducted by Senior Class ..... Wednesday, May 26, 10 a. m.
Reception to the entire school ..... May 26, 7:30 to 10:30 p. m.
Presentation of Normal and College Elementary Certificates ..... Thursday, May 27, 10 a. m.
Alumni business meeting ..... Thursday, May 27.
Alumni banquet ..... Thursday, May 27, 7:30 p. m.
Commencement ..... Friday, May 28, 10:00 a. m.

SUMMER SCHOOL—12 WEEKS

First Term (6 weeks)

Enrollment of students ..... Monday, May 31, 1926.
Class work begins ..... Tuesday, June 1.
Entrance examinations ..... May 31 and June 1.
Teach first Saturday ..... May 5.
First term of Summer School closes ..... Friday, July 9.

Second Term (6 weeks)

Enrollment of students ..... Monday, July 12.
Class work begins ..... Tuesday, July 13.
Entrance examinations ..... July 12 and 13.
Teach first Saturday ..... July 17.
Second term of Summer School closes ..... August 20, 1926.

BOARD OF REGENTS

McHENRY RHOADS
State Superintendent of Public Instruction, Ex-Officio Chairman

JUDGE J. W. CAMMACK, Owenton, Kentucky
Secretary of Board
Term Expires 1928

HON. C. F. WEAVER, Ashland, Kentucky
Term Expires 1928

HON. H. M. BROCK, Harlan, Kentucky
Term Expires 1926

HON. J. A. SULLIVAN, Richmond, Kentucky
Term Expires 1926

EXECUTIVE COMMITTEE

HON. J. A. SULLIVAN, Chairman HON. PAUL BURNAM, Secretary
HON. McHENRY RHOADS HON. H. M. BROCK
PRESIDENT T. J. COATES

NORMAL EXECUTIVE COUNCIL

HON. McHENRY RHOADS
Ex-Officio President of the Council

H. H. CHERRY,
President of Western Normal, Vice President of the Council

T. J. COATES,
President of Eastern Normal, Secretary of the Council

The Faculty

THOMAS J. COATES, A. B. and A. M.,
President

HOMER E. COOPER, A. M. and Ph. D.,
Dean of the Faculty—Education

MARY KING BURRIER, B S. and A. M.,
Home Economics

ISABEL BENNETT, A. B.,
Assistant Librarian

CARA BOLDRICK,
Graduate St. Catherine's Academy—Art

I. H. BOOTHE, B. Ped.,
Mathematics

LORNA BRESSIE, B. S.,
Geography

G. O. BRYANT, A. B.,
Mathematics

PEARL BUCHANAN, A. B.,
Reading and Expression

VIRGIL E. BURNS, A. B.,
Education and History

C. E. CALDWELL, A. B. & A. M.,
Mathematics

**A. B. CARTER, B. S.,
Biology and Farm Manager

REX W. COX, B. S. and M. S.,
Agriculture

MRS. EMMA Y. CASE,
Critic Rural School

MEREDITH J. COX, A. B. and A. M.,
Chemistry and Biology

MRS. MARY B. DEANE, A. B
Geography

NOBLE G. DENISTON, B. S
Industrial Arts

RUTH DIX, B. S.,
Home Economics

R. A. EDWARDS, A. B. and A. M.,
Director of the Training School

**On leave of absence for a semester.

MARY FLOYD, A. B.,
History and English

*R. A. FOSTER, A. B. and A. M.,
English

MAUDE GIBSON,
Graduate Lebanon Normal University—Art

WREN JONES GRINSTEAD, A. B., A. M. and Ph. D.,
English and Education

MAY C. HANSEN,
Graduate Oshkosh State Normal School—Critic, Grades 1 and 2

GEORGE N. HEMBREE, B. C. S.,
Physical Education for Men

MRS. STANTON B. HUME,
Kentucky Presbyterian Normal School—Industrial Arts

C. A. KEITH, B. A. and M. A.,
History

HETTIE LEATHERS, A. B.,
Principal Kavanaugh School

CORA LEE, A. B.,
Critic, Grades 8 and 9

HORTENSE LEWIS,
Physical Education for Women
Graduate Kentucky College for Women
Graduate Sargent School of Physical Education

MARGARET LINGENFELSER,
Graduate Eastern Kentucky State Normal School and Teachers College (Two-year Course)—Assistant Kavanaugh School

JAMES V. LOGAN, JR., A. B.,
English

M. E. MATTOX, B. S. and A. M.,
Education—Acting Registrar

MARY FRANCES McKINNEY, B. S.,
Critic, Grades 7 and 8

WINNIE DAVIS NEELEY, B. S.,
English

SMITH PARK, B. S. and A. M.,
Mathematics and Physics

MINNIE PIGG,
Graduate Eastern Kentucky State Normal School and Teachers College, (Two-year Course)—Assistant Green's Chapel School

FRANCES POTTER, A. B.,
Critic, Grades 2 and 3

*On leave of absence for a year.

MAE POWELL, B. S.,
Critic, Grades 5 and 6

MARY ESTELLE REID,
Graduate of Library Administration, University of Nashville—
Librarian

*J. R. ROBINSON, A. B. and A. M.,
Registrar—History

KATHERINE ROBERTS, A. B.,
French and English

MARIE L. ROBERTS,
Graduate Western College for Women, Oxford, Ohio—Dean of Women

ANNA A. SCHNIEB, A. B. and A. M.,
Education

GEORGE DRURY SMITH, A. B. and B. S.,
Biology, Botany and Zoology

JOHN ORR STEWART, JR., A. B. and A. M.,
Public School Music

M. R. SULLIVAN, A. B. and A. M.,
Economics and History

R. DEAN SQUIRES, A. B.,
Director of Extension—Education and Latin

HAMBLETON TAPP, A. B.,
English

BROWN E. TELFORD,
Graduate Lewisburg Seminary and Conservatory of Music—
Public School Music and Piano

*MRS. GLADYS TYNG,
Graduate Eastern Kentucky State Normal School and Teachers College (Two-year Course)—Critic, Grades 5 and 6

C. M. WADE, B. S.,
Agriculture

CARRIE M. WATERS,
Course in Library Economy, Nashville Carnegie Library—
Assistant Librarian

GERMANIA WINGO,
Graduate State Normal School (Three-year Course),—Farmville, Va.—
Critic, Grades 4 and 5

**EDNA ZELLHOEFER, A. B.,
English

*On leave of absence for a year.
**On leave of absence for a semester.

Administrative Force

G. M. Brock, Business Agent

Earl P. McConnell, Bookkeeper

Fallen Campbell, Field Representative

Katherine Morgan, Secretary to the President

Mrs. Hart L. Perry, Secretary to the Registrar

Maye M. Waltz, Secretary to the Business Agent

Mary Louise Waterfill, Secretary to the Dean of the Faculty

Marian Webber, Secretary to Director of Extension

Eunice Wingo, Secretary to Dean of Women

Madge Tayle, Assistant to the Registrar

Joy Frazer, Registered Nurse

Mary Sullivan, Housekeeper, Sullivan and Burnam Halls

Ernest Warder, Book Store Clerk

Corynne Lowe, Stenographer, Business Office

W. A. Ault, Superintendent of Power Plant, Buildings and Grounds

Faculty Organization

Alumni and Senior Class

Squires, Floyd, Tapp, Neely, Sullivan
Meets first Tuesday each calendar month at 4:30 p. m.

Certification and Graduation

Cooper, Mattox, Grinstead, Caldwell, Roberts, Boothe
Meets on call of the Chairman

Classification and Students Schedules

Keith—All members of the College and Normal Faculties except the teachers of the Training Schools and the members of the faculties on committees that meet at the same time as the scheduling committee.
Meets on the first Monday of each semester, mid-semester and each term of summer school

Credits and Credentials

Mattox, Caldwell, Grinstead
Meets on the first Monday of each semester, second mid-semester and each term of summer school

Entrance Examinations

Cox, Rex W., Bressie, Boothe, Deane, Cox, M.
Meets on the same days as the Credits and Credentials Committee

Lyceum Course and Entertainments

Grinstead, Stewart, Buchanan, Telford and Caldwell
Meets on the first Wednesday in each calendar month at 4:30 p. m.

Library Committee

Reid, Grinstead, Keith, Edwards, Caldwell, Smith, Mattox, Cooper, Squires
Meets on the first Thursday in each calendar month at 4:30 p. m.

Athletics

Carter, Keith, Hembree, Park, Lewis
Meets on the second Friday in each calendar month at 4:30 p. m.

Societies and Forensics

Gibson, Deane, Tapp, Burns, Sullivan
Meets on the second Tuesday each calendar month at 4:30 p. m.

Publicity and Student Publications

Deniston, Tapp, Neely, Burrier, Sullivan
Meets on the second Wednesday in each calendar month at 4:30 p. m.

The Catalog and Review

Schnieb, Grinstead, Zellhoefer, Keith, Mattox
Meets on the second Thursday in each calendar month at 4:30 p. m.

Course of Study

Cooper and the Heads of Major and Minor Departments
Meets on the third Friday in each calendar month at 4:30 p. m.

Student Welfare, Discipline and Grievances

Smith, Keith, Roberts, Deane, Park, Bryant, Boothe
Meets on the third Tuesday in each calendar month at 4:30 p. m. and on call of the Chairman

Rules and Regulations

Cooper, and the Heads of Major Departments
Meets on the third Wednesday of each calendar month at 4:30 p. m. and on call of the Chairman

Socials and Receptions

Hume, Roberts, Dix, Hembree, Park, Deniston, Burns, Wade, Bryant, Burrier
Meets on the third Thursday in each calendar month at 4:30 p. m. and on call of the Chairman

Training School

Edwards, and all of the Critic Teachers, Cooper, Schnieb, Mattox
Meets on the fourth Tuesday in each calendar month at 4:30 p. m.

Extension

Squires, Wade, Schnieb, Keith, Caldwell
Meets on the fourth Wednesday in each calendar month at 4:30 p. m.

Class Officers

THE NORMAL SCHOOL

Provisional Elementary Certificate of Second Class.....Mr. Burns
Provisional Elementary Certificate of First Class.....Mr. Tapp
Standard Elementary Certificate .....Mr. Mattox

THE TEACHERS COLLEGE

College Elementary Certificate .....Miss Schnieb
Advanced Certificate .....Mr. Squires
Senior Class .....Mr. Grinstead

Lelia McMurry

SCHOOL ORGANIZATION

Discipline—Eastern is responsible to the state for the character and scholarship of its graduates—those who are to teach in the public schools. The institution will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, or if they are found unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary here. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls here with the assurance that their safety, their general culture and their education will be carefully guarded.

Christian Associations—The institution is not denominational in any sense. Its positive influence, however, is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday Schools in the city. The Young Men's club and the Young Women's Christian Association have a large membership. The association meets every Sunday afternoon in a devotional meeting. These organizations are doing a great work in the school and new students should join them and become active workers. Vespers will be conducted on the campus each Sunday afternoon during the Summer School for the entire summer.

Lecture Course and Entertainments—Eastern maintains a high grade lecture course for the benefit of the students. Each student is able to attend the course without expense.

Literary Societies—There are two splendid literary societies at Eastern. One is maintained for the students of the Normal School and the other for those who are in the Teachers College. The Normal School society has been named in honor of the first President of Eastern. It is known as "Ruric Nevel Roark Society." It is one of the largest and most helpful organizations on the campus. Every ambitious Normal School student is urged to become an active member of this society.

The Teachers College society is named for the great champion of common schools in America. It is known as the "Horace

Mann Society." Students who are doing college work are expected to identify themselves with this splendid organization.

Membership in both of these societies is voluntary, but the most efficient and most capable students are always found identified with one of these organizations. The societies are self-governing and they meet regularly on Thursday evenings.

Model and Practice School—Eastern maintains throughout the entire school year a model and practice school for demonstration and directed-teaching purposes. The school consists of nine grades. All the grades are used for demonstration and directed-teaching.

RURAL PRACTICE SCHOOLS

Eastern is cooperating with the County Superintendent and the County Board of Education in making an ideal two-teacher country school at Kavanaugh, about two miles east of Richmond, and a two-teacher country school at Green's Chapel, about two miles south of Richmond. Eastern recommends and the County Board elects graduates of the institution to teach these schools. Normal School students are transported to and from these schools in an automobile and here they observe good teaching and do their directed teaching.

STUDENT PUBLICATIONS

"**The Milestone,**" established 1922, is an annual published each year by representatives of the senior class. This publication contains photographic and statistical records of all organizations and events in the past college year. The staff consists of an editor-in-chief, associate editor, art, literary, photographic, advertising, society and joke editors and a business manager. Elections to the editorial department are part competitive and part elective by the class.

Another very important publication, established in 1922, is "The Eastern Progress," the newspaper of the Normal. Work on this paper calls for "covering" lectures, meetings, athletic games and events not in regular routine, or "hunches." Members of the faculty make frequent contributions on their

various fields of study. This publication not only contains news of interest to the students, but articles that will interest alumni and teachers throughout Kentucky.

There are enough extra curricula activities at Eastern to suit everybody's taste, so when you come to Eastern, go out for some one of them the minute you enter.

These publications offer widespread opportunities for the energies and talents of men and women who do not possess athletic ability. You will find that your work on these publications will give you an unrivalled opportunity to become acquainted with your surroundings and your college mates. Many have said that their chief benefit from a college education has come from just such self-directed activities.

Eastern Kentucky Review—This publication is the official bi-monthly review published by the Normal. It is edited by the Faculty. If you are interested write for it—free.

Athletics—It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

The various teams are under supervision, and all students of good class standing, who are physically qualified, may compete for a place on the teams.

The football season extends from the beginning of the fall term up to about Thanksgiving; the basketball season lasts from Thanksgiving on through to baseball weather; the baseball season continues from first suitable weather to the end of the second semester.

THE LITTLE THEATRE

The Little Theatre movement, which has created such widespread interest throughout the country during the past few years and especially in Kentucky during the past few years, has invaded the campus at Eastern, and has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived only when special activities are entered into.

MUSICAL ORGANIZATIONS

Eastern Community Chorus. Membership in the chorus is open to every student at Eastern; the sole requirement is the possession of the song book used for this work. Rehearsals are held once per week and are thirty minutes in length. The chapel periods assigned for a community sing once per week during the regular school year. Songs suitable for community singing will be studied.

Eastern Male Chorus. Membership in this organization is limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition. After all applicants have been tested the names of those who were successful will be posted. The best arrangements of music for male voices will be studied.

Eastern Madrigal Club. Membership in this organization will be limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition; after all applicants are tested the names of those who are successful will be posted.

Eastern School Orchestra. The following instruments will be admitted to the Orchestra upon evidence of ability of student to play them in an acceptable manner: Violin, Violoncello, Cornet, Trombone, Clarinet, Flute, Piccolo, Piano, Saxaphone, Tuba, String Bass, Side Drum, Bass Drum. All students applying for membership are required to apply in person to the Director of Music and, if required, to give evidence of their abiltiy to read music.

MAY FESTIVALS

The May Festivals at Eastern are annual events of great interest to the student body and the people of Richmond and vicinity. The best talent obtainable is secured and one program is always given over to a concert by the school musical organizations. Frequent appearances during the year at school assemblies and other functions and appearances at the music contest at the Kentucky Educational Association in April of each year lend great incentive to the regular rehearsals.

NOTICE

Students who wish to enter any of the above organizations are urged not to do so primarily for school credits. One semester hour is all that is possible regardless of the length of time you may take part in the work. In order to be granted this a student must be regular in attendance at rehearsals and remain in the work at least for one full school year.

MEDALS

Eastern is encouraging oratorical and debating contests. Medals will be given this year to the winner of the Boys' Oratorical contest, of the Girls' Reading contests and of the Boys' Declamatory contest. Medals will also be given for the best essay and the best debator in the Alumni Debate. A loving cup will be given to the winning team in the annual debate.

THE SUMMER SCHOOL OF 1926

The Summer School of 1926 will open May 31. The term will be twelve weeks in length. Courses will be arranged so that students may take the entire work of the term, or they may drop out at the end of six weeks and receive half credit for their work. An opportunity will, also, be given for the students to enter at the middle of the Summer Term, July 12, and they may secure credit for a half term's work. The regular faculty will be in charge. A number of specialists will be employed to supplement the work of the regular faculty. Twelve hours of credit may be secured by those taking work in the Teachers College. Two units of credit will be given to students who are pursuing secondary work.

The Summer School is organized especially to fit the needs of graded and city school teachers. This is the only opportunity which these teachers have to secure additional professional training and Eastern will, therefore, offer such courses as may be highly beneficial to these teachers.

NOTE.—Students who leave school without the consent of the President are automatically suspended from the school. This does not apply at the regular time for closing.

EXPENSES AT EASTERN—Boarding and Rooms

Memorial Hall and New Stateland Hall are the men's dormitories. These two dormitories will accommodate 200 men. Memorial Hall has just been overhauled and renovated. It is in excellent condition. This hall is completely furnished, lighted by electricity, heated by steam, equipped with baths and showers and is comfortable and convenient at all seasons of the year.

*Rooms in New Stateland Hall are completely equipped with new furniture, steam heated and are equally as desirable as those in Memorial Hall. These rooms range from one dollar and twenty-five cents to one dollar and seventy-five cents per week for each student.

Sullivan Hall, Burnham Hall and the **Cottages** are the women's dormitories. These dormitories will accommodate 300 women students. These rooms range from one dollar and a quarter to one dollar and seventy-five cents in price.

Rooms in Sullivan Hall and Burnam Hall and the Cottages are completely furnished, steam heated and lighted by electricity.

Young women are expected to room on the campus when attendance does not exceed the capacity of the dormitories unless for special reasons they are granted permission by the Dean of Women to room elsewhere.

When the attendance is greater than the capacity of the dormitories, students holding county appointments shall have preference for rooms on the campus.

Pupils under sixteen years of age will not be received in the dormitories or dining rooms on the campus.

Subject to the above exceptions, students in residence have precedence in selection of rooms.

ARTICLES TO BE FURNISHED BY STUDENTS

Whether rooming on the campus or in private homes, students are required to take care of their rooms and to furnish two pairs of pillow cases, three sheets, spreads and comforters or blankets, towels, soap, runners for tables and dresser, and table napkins and napkin rings.

*During the first semester and the summer schools this hall will be used for women. In future it will possibly be used exclusively for women.

A deposit of three dollars will be required of each occupant of any room on the campus to guarantee the proper care of room and furnishings in buildings used for dormitory purposes. Upon proper endorsement at the termination of student's stay in school, the whole or such part as may be due after deduction for damages is made, will be returned to student.

Room rent and deposit are payable in advance.

HOW TO APPLY FOR A ROOM RESERVATION

Students wishing to engage rooms either on the campus or in town, should write the President for application blanks which should be filled out promptly and returned to the President. These applications are filed in the order of their dates and, in that order, assignments are issued.

Applications for either semester will be received any time after the first of May of the preceding year, but only for the first semester can reservations be issued promptly. In September, the dormitories are filled with students; applicants for rooms at later dates can be placed only as vacancies occur; seldom are releases received until near the close of the semester.

When an assignment to a room on the campus has been received, a reservation fee of two dollars should be sent to the Business Office (address T. J. Coates, President) within ten days from date, or else the assignment becomes void. This fee will be applied as a part of room rent at the opening of the semester for which reservation is given, if receipt for this two dollar fee is presented to the Business Office at the time of paying the remainder of the room rent.

Do not send a reservation fee until you have received a room assignment.

The holder of a reservation may receive the refund of fee by request in writing not later than ten days before the opening of the semester for which reservation is given.

Room reservation is void if not claimed by Monday night of the opening of the semester and the fee is forfeited. Room reservations are not transferable. Individuals who cannot take up their assignment must surrender them to the school.

An application for a room transferred to a later semester, is entered under the date of the transfer, not under the original date of the application.

The school maintains a list of private homes which agree to take student roomers under conditions and rates accepted by the landladies and by the school. All young girls except those whose homes are in Madison county are required to room in one of the homes listed.

Students should not engage rooms or board before ascertaining from the school that the landlady's name is on this list. The fact that students have roomed or boarded at a home during some previous year is not necessarily a guarantee that the home is at present on the list. Students desiring to room with relatives or friends should notify the Dean of Women, or the Dean of Men, as the case may be, of such intention as early as possible before coming, to secure the school's approval if it can be given.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are alike subject to the regulations, control and supervision of the school.

To enjoy student life to the fullest extent, one must become a member of the big dormitory family. Write for your room reservation now. Those who apply early will get better accommodations.

BOARD

Men and women students occupying rooms on the campus are expected to take their meals in one of the College Dining Rooms. **All board is payable in advance.** Students have the privilege of taking their meals in the regular dining rooms or in the student cafeteria. In the former the rate is $3.50 per week, in the latter meals range from $4.00 to $5.00 per week. $5.00 cafeteria tickets are sold students for $4.75. Most students average a ticket a week.

Room rent and board will not be refunded except in the case of real sickness. No deductions can be made in table board for a few days' absence at the beginning or the end of the semester; when board is paid for less than half semester in advance the rate is $4.00 per week.

Incidental Fees—Each student pays an incidental fee of $4.00 per semester when he enrolls. This is not a matriculation or enrollment fee, but it is to cover library, gymnasium and athletic fees, lecture courses and contingent expenses. The incidental fee is paid by all students and is not refunded. After the opening day, late comers must pay $1.00 extra fee. It pays to be on time.

Special Fees—Those who take special subjects pay for materials only, as follows:

Domestic Science, Food Preparation, per semester	$ 6.00
Domestic Science, Garment Making, per semester	2.00
Chemistry, per semester	5.00
Biology, per semester	2.00
Manual Training, per semester	4.00
Pottery, per semester	2.00
Handwork, per semester	5.00
Art, per semester	5.00
Music Lessons, per semester (two lessons per week)	24.00
Music Lessons, per semester (one lesson per week)	15.00
Piano Practice, per semester (one hour per day)	5.00

Tuition Fees—Appointees will receive free instruction for the time necessary to complete the course in which they matriculate. Non-appointees from Kentucky and other states will pay the following fees in advance.

For any one semester except the Summer School	$27.00
For the Summer School	18.00

County Superintendents-elect, or already in office, will be charged no tuition.

Necessary Expenses for One Semester

Board	$63.00
Room Rent	$22.50, $27.00, 31.50
Incidental Fee	4.00
Total	$89.50 to $98.50

NOTE.—Each room on the campus has a certain number of students assigned to it. When the students regularly assigned to a room request that an additional student occupy the room with them, a reduction of $4.50 (25 cents a week) will be made to each student in the room.

GENERAL INFORMATION

SCHOOL YEAR

The school year is divided into semesters of eighteen weeks each and a Summer School of twelve weeks. An opportunity will be given to students to enter at the middle of the second semester, March 29. Only a limited number of courses can be offered at this time. Students who enter at the mid-semester may secure credit for a half semester's work. The Summer School of 1926 will be twelve weeks in length. students may enroll for the entire Summer School, or for either half.

WHEN TO ENTER

Students should enroll on Monday and Tuesday at the opening of the semester. Students will be received on the following dates:

September 21—Opening First Semester
January 25—Opening Second Semester
March 29—Opening Mid-semester
May 31—Opening Summer School
July 12—Opening Second Term of Summer School.

LATE ENTRANCE

Students entering after Wednesday of the first week of a term will be charged an additional fee of $1.00. Those entering after the first day of the second week will be placed on a reduced schedule. No one may enter for credit after one fifth of the term has expired.

APPOINTMENTS

Students may receive appointments from their County Superintendent or their City Superintendent or Principal. Appointments are good until all the courses are completed.

EXPLANATION OF CREDITS

All work in the Normal School courses for the Provisional Elementary Certificates and the Standard Elementary Certificate is estimated in Carnegie high school units. A subject pursued for one semester, reciting five times a week, gives a student a credit of one-half unit.

All work in the college is measured in semester hours, a semester hour being eighteen fifty-minute recitations. College subjects have different values determined by the number of hours of recitations per week. The semester hour value of each course is stated in the catalog.

HAVE YOUR CREDITS SENT

If you have completed work in an accredited high school or other approved institution, have your principal send before you enter a complete statement of your work. These credentials will be necessary if you are enrolling as a new student.

CERTIFICATION AND GRADUATION

Certification and graduation are recommended by the faculty, on the basis of scholarship, skill in teaching, initiative, personality, habits and character; no one will be considered by the faculty for certification or graduation unless he has been first recommended by the Committee on Certification and Graduation. Certificates are issued by the Board of Regents on the recommendation of the faculty of the institution.

THE STUDENT'S LOAD

In the Normal School the average load is four major subjects and a drill during a regular semester. The maximum load is five major subjects. In the six-week summer term a student will take two subjects each reciting twice a day. This will give one-half unit's credit in each subject.

In the Teachers College the average load for a semester of eighteen weeks is sixteen semester hours. The maximum load is eighteen hours. No one is permitted to carry more than eighteen hours except by special permission of the faculty.

For a six or twelve-week summer session, the normal load is a semester hour a week. For students presenting a standing of "2" (average of "B" or better) the maximum load is eight semester hours for a term of six weeks or fourteen semester hours for twelve weeks.

STANDARD OF WORK

If a student fails to do satisfactory work, he will be warned and conditioned at the middle of any semester. If his work continues to be unsatisfactory, he will be dropped at the end of the semester.

SYSTEM OF GRADING

All grades are reported in letters on a five-point scale: highest, A; next highest, B; middle group, C; next lowest group, D and Z; lowest group, F. The following is the interpretation placed upon the grading:

A—Excellent, valued at 3 points for each semester hour,

B—Good, valued at 2 points for each semester hour.

C—Average, valued at 1 point for each semester hour.

D—Poor, gives no points but gives credit toward certificate or degree if with such credits the student's standing is 1 or more.

Z—Conditioned.

F—Failure, valued at 0 points for each semester hour.

The **standing** of a student is defined as the ratio of his total number of points to his total number of hours. For example, a student who makes an average mark of C throughout his course of 128 semester hours, would have 128 points and 128 semester hours, and a standing of **one**. An average of B would give the student 256 points and 128 semester hours and a standing of **two**. When a semester's work is to be considered, "standing" is understood to be the ratio of the number of points to the number of semester hours scheduled.

ALUMNI ASSOCIATION

The purpose of this organization is to promote fellowship among the ever-increasing number of graduates and to stimulate a mutual interest between the institution and her former students. Now that the school has been given the right to become a teachers college, the association expects to see many of its members returning to the campus.

Both graduates and former students are included in the membership of the association, and there are no fees. All who wish to get in touch with the organization, write R. Dean Squires, Richmond, Kentucky.

DEPARTMENT OF EXTENSION

PURPOSE

The purpose of the Department of Extension of Eastern is to make the resources of the institution available in as many ways as possible to as many people as possible. People who are unable to avail themselves of the advantages offered in resident study have a just claim upon the state for some sort of educational opportunities. Also, people who can spend only a limited time in resident study are enabled to supplement this with additional instruction such as the Normal School was created to give.

FOR WHOM INTENDED

Extension work as offered by the Eastern Kentucky State Normal School and Teachers College is intended for four classes of people: (1) Students who have attended the school and who expect to return to secure a certificate or to graduate; (2) teachers who expect to attend the institution but who want to work off a few credits before entering while teaching; (3) teachers who wish to qualify to meet the high school requirements of the new school law; (4) teachers who must continue teaching the whole year and who want to improve their scholarship.

CHARACTER OF THE COURSES

The correspondence courses are the same as those given in the class rooms of the institution.

PROCEDURE IN SELECTING A CORRESPONDENCE COURSE

If you wish to take a correspondence course, examine the courses described in this catalog. If you find a course that suits you, write to R. Dean Squires for enrollment application blank which you will fill out and return to him enclosing remittance for enrollment and instruction fees.

REGULATIONS

Admission—Students will be admitted to correspondence courses under the same conditions that govern admission to resident classes. Completion of the eighth grade is required for enrollment in a high school course; completion of a four-

year high school course is required for admission to a college course. Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution."

For admission to college courses, evidence of completion of a four-year high school course must be submitted.

All communications in regard to credits or admission should be addressed to J. R. Robinson, Registrar.

Beginning—Students may begin correspondence work at any time during the year. We will not guarantee, however, that there will not be some interruption of the work during the four weeks' summer vacation.

Fees—An enrollment fee of $3.00 is charged, which is paid but once, **no matter how many courses are taken or how long a time has elapsed between courses.** There is also an instruction fee of $10.50 for each one-half unit taken, or $3.50 for each college hour. No credit can be given for any work taken in the Extension Department without the payment of fees. No fees are refunded except in cases where the student is found unprepared to take the course, or the school is unable to offer it. To avoid loss of time the necessary fees should accompany the enrollment application.

TIME FOR COMPLETION OF COURSES

Courses must be completed in a reasonable length of time. Students are expected to take, at least, one lesson each week. Allowance is, of course, made for sickness or for unusual home conditions. A student who, for any reason, does not report either by letter or lesson within a period of thirty days may forfeit his right to further instruction. A course may be completed as rapidly as the student has time to do the work. However, the instructor in the course concerned may refuse to accept reports which indicate that the student is attempting to compress his work unduly.

LIMITATIONS

1. Not more than two subjects may be taken at one time if credit is desired toward one of our certificates. Students not working for a certificate and merely wishing to improve their scholarship or to get high school credits toward meeting the new requirements for teachers may take as many as four subjects at one time if there are no other duties to interfere with the work. Students are advised not to take more than two subjects at one time.

2. Correspondence courses may not be taken by resident students except in unusual instances and then only by special permission. When those who have been taking correspondence work enter the institution to do work in residence before the completion of their courses, they are expected to drop all such correspondence courses during the period of resident study. Upon leaving school students may resume correspondence work where it was left off. Only by obtaining the written permission of the dean may a student complete his correspondence course while in residence.

CREDIT

The same credit is given for work done by correspondence as for work done in residence.

EXAMINATIONS

When a student has completed all the assignments of a course in a satisfactory manner an examination will be arranged to meet, as far as possible, the convenience of the student. Where it is inconvenient for the applicant to report at Eastern, arrangements will be made to have the examination in the student's own county under the supervision of some school officer. The examination questions will be made out by the instructor at Eastern, who has had charge of the course, and they will then be forwarded to the school officer who is to conduct the examination. After the examination is held, the applicant's papers with the examination questions will be sent to us for final grading. If the local school officer charges a fee for his services, this must be paid by the student.

TEXT BOOKS

The text books used are, in most cases, the same as those used in residence. However, it is sometimes necessary to use some one supplementary book in correspondence that is not used in residence because the resident student has access to the library for reference work. The books may be ordered from the publishers or the institution will furnish them to correspondence students whenever desired in the same manner as to students in residence, i. e., they will be sold to the student and bought back after the completion of the course at a slight discount to cover wear and tear.

EXTENSION CLASSES

In addition to the courses offered by correspondence, Eastern offers to teachers in service the opportunity of taking work for credit in extension classes. A group of teachers take up some subject offered at Eastern. They meet for study and recitation a certain number of times and then take an examination on the subject. If they successfully complete the work, covering the same ground and doing the work as thoroughly as if it were done in the institution, they will receive credit on the course.

The teachers in these study centers are, in every case, specialists in the courses they offer. In some cases, they will be sent out by the school from the regular faculty; in others the instructor may be a local teacher who has completed his college work.

GENERAL REGULATIONS GOVERNING EXTENSION CLASSES

General Scheme for Organization and Conduct of Classes

1. Teachers in charge of Extension Classes must be approved by the President of Eastern Normal School and Teachers College.
2. Science classes will be permitted only where adequate laboratory facilities are available.
3. Courses offered shall conform to those offered by Eastern, and credit granted for work done in Extension Classes shall be the same as that given for similar work done within the parent institution. College classes shall meet

for recitation for the same number of hours as if they were carrying the course in the institution.

4. Standards of scholarship must be maintained in all Extension Classes, and in order to insure this the following will be required:

   a. Attendance for **full time** upon each class or laboratory period. In case a student is unavoidably absent from a recitation the instructor shall require that such time be made up in full, and work completed to his satisfaction; the time lost from tardiness shall be made up in the same manner. The instructor may require compensation for time spent with pupils in making up lost time. The attendance of each student shall be kept on an enrollment card and this card shall be sent to the institution upon the completion of the course.

   b. The text used must be mastered to the full satisfaction of the instructor, all collateral reading assignments must be completed, and all note books and written work receive the instructor's approval.

   c. All students wishing to receive credit for work done must pass a written examination upon the subject matter covered. A copy of the questions used in final examinations, and the papers submitted, must be sent in to the Extension Department with the final report of the class. All members shall enroll for credit, except as otherwise admitted by special permission of the Director of Extension.

   d. All work done in Extension Classes shall be subject to the inspection and supervision of the Extension Department, and the privileges extended to the class may be withdrawn at any time if the required standards of scholarship are not rigidly maintained.

5. Persons engaged in full-time teaching will not be permitted to take more than one extension class at a time. Persons who have never taught but who wish to enter the profession may be enrolled in Extension Classes upon recommendation of the teacher in charge and the approval of the county or city superintendent concerned.

6. When library facilities are not adequate to meet the needs of the class, each member may be required to purchase one book in addition to the text used for general class reference.
7. **Fee.** The fee charged for an extension course by direct class instruction is $150.00. In case the instructor desires to give his services gratis, only 25% of the regular fee is charged. The instructor is expected to notify Eastern which plan he wishes to use. Fees are payable in advance. The instructor acts as collector.
8. All required subjects in normal school and college will be offered by correspondence except such as require laboratory work.

COURSES OF STUDY

Normal School Course

Admission to the Normal Course

The following rule was adopted by the Executive Council, charged with the responsibility of making the course of study for the Normal Schools:

"No student will be eligible to enter either institution who has not completed the eighth grade.

"Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution to which the person applies for admission."

Elementary Teachers' Training Course for graduates of the Eighth Grade of the Common Schools leading to the Provisional and Standard Elementary Certificates.

NORMAL SCHOOL COURSE

First Year

First Semester	Second Semester
Mathematics 1—Arithmetic 1	Education 1—Method and Observation—Teaching
English 1—Grammar	English 2—Composition
Science 1—Geography 1	Physical Education 1—Physiology and Hygiene
English 6—Expression 1 (Reading)	History 1—Civics
Physical Education 2	Music 1
Penmanship	

Summer School—First Six Weeks.

English 3a—American Literature 1

History 2a—American History

Second Year

First Semester	Second Semester
Education 4—School Management—The School	Education 2—Educational Psychology—The Child
Science 2—Geography 2	English 3b—Amer. Literature 2
Mathematics 2—Algebra 1	Mathematics 3—Algebra 2
Agriculture 1	Science 3—General Science
Drawing 1	Handwork

Summer School—First Six Weeks

History 2b—American History

Education 3—Rural Sociology—The Community

Third Year

First Semester	Second Semester
Mathematics 4—Geometry 1	Mathematics 5—Geometry 2
History 3—Ancient History	History 4—Medieval and Modern or Social Science 5
English 4a—Eng. Literature 1	English 4b—Eng. Literature 2 or Mathematics 6—Arithmetic 2
Home Economics 1 or Manual Training 1	Home Economics 2 or Manual Training 2
Agriculture 2	Education 5—Practice Teaching

TEACHERS OF CERTAIN COURSES

Math. 1 & 6 (Arith. 1 and 2)—Mr. Boothe
Math. 2 and 3 (Alg. 1 and 2)—Mr. Bryant
Math. 4 and 5 (Geometry 1 and 2)—Mr. Park
Ed. 1 and 2—Mr. Squires
Ed. 3 and 4—Mr. Burns
Ed. 5—Critic Teachers
Eng. 1 and 2—Miss Zellhoefer
Eng. 3a and 3b—Mr. Logan
Eng. 4a and 4b—Mr. Tapp
Eng. 5—Mr. Tapp
Eng. 6—Miss Buchanan
Sc. 1 and 2 (Geog. 1 and 2)—Mrs. Deane
Sc. 3—(General Science)—Mr. Smith
Phys. Ed. 1—Mr. Carter
Phys. Ed. 2—Mr. Hembree, Miss Lewis
Hist. 2a and 2b—Miss Floyd
Hist. 3 and 4—Mr. Robinson
Agri. 1 and 2—Mr. Wade
H. E. 1 and 2—Miss Burrier
M. T. 1 and 2—Mr. Deniston
Drawing 1—Miss Gibson
Pen. 1—Miss Gibson
Handwork 1—Miss Hume
Music 1—Miss Telford
Hist. 1—Mr. Burns

Rules and Explanations

1. To secure the Provisional Elementary Certificate of the second Class, 18 weeks' residence is required and the completion of the first semester's work (two units) in the first year. The other two units may be secured elsewhere; any high school units will suffice.

2. To secure the Provisional Elementary Certificate of the first class, the completion of the two semester's work (four units) in the first year is required; and thirty-six weeks in residence. The other four units may be secured elsewhere, and any four high school units will suffice.

3. To secure the Standard Elementary Certificate, the completion of sixteen units is required and thirty-six weeks in residence. Students also must make four units in the thirty-six weeks. The minimum requirements for the Standard Elementary Certificate are: English, 3 units; Education, 2 units; Science, 1 unit; Mathematics, 2 units; History, 1 unit. **Education 5 is required.**

4. Students who have completed the eighth grade only will be required to take the course as outlined.

5. Students who have done a part of their work in accredited high schools, will be given full credit for the work done in such schools; they will be required to complete in the Normal School the work in which they lack credit.

6. Students who come to the school with more than twelve units, may complete their sixteen units as rapidly as the rules allow, and then take up their college work; but they must be in residence thirty-six weeks before they can secure the Standard Elementary Certificate.

7. **Electives:** Latin 1, 2, 3, 4; English 5, 6, 7; History 5 and 6; Manual Training or Home Economics 3, 4, 5, 6; Agriculture 3, 4, 5, 6; Botany 1, 2; Chemistry 1, 2; Physics 1, 2; Mathematics 6, 7, 8; Physical Education 3.

Any standard class after having been organized at the beginning of a semester in one of the regularly scheduled subjects, may select one of the above electives instead of the subject scheduled, but no substitution may be made for a required subject or for a subject required to be taught in the elementary schools. The five courses in education are required.

8. During the six-week summer term, each normal school class will meet twice per day and will carry one-half unit credit. A standard load for a student is two subjects or four recitations per day.

9. Students may select a course that will prepare for a certificate but will not prepare to enter college, or they may elect a course that will prepare to enter college but will not prepare for a certificate.

10. Education 5 will be given two hours per day one-half semester; at the same time Home Economics 2 and Manual Training 2 will be given each two hours per day one-half semester.

ADMISSION TO TEACHERS COLLEGE COURSES

Students will be admitted to the Teachers College Courses as their previous training warrants. Applicants for admission to the Teachers College courses must offer credit for fifteeen units of high school or other secondary school work so chosen as to include the five basic units prescribed by all colleges. Only students who hold certificates of graduation from accredited high schools will be admitted without examination. A student may be admitted conditionally who presents fourteen units of high school credit, but he will be required to make up the additional units during the first year of his attendance.

Applicants who desire to enter the Teachers College Course must have their credits certified by the suprintendent or principal of the school in which they were secured. Blank forms for such certificates will be furnished by the Registrar upon application. These certificates should be properly made out and mailed direct to the institution by the school certifying to them. This statement then becomes the property of the institution.

Examinations for students who are graduates of non-accredited high schools will be held during the first week of each semester. Such students should have official statements of their high school credits sent in by their high school principal. After the entrance examinations have been passed, credit will be given for the work certified to in the statement.

ENTRANCE SUBJECTS

The units offered for admission to the Teachers College Course must be taken from the list as given below. The number indicates the units that may be offered in each subject:

English	3	to 4	Latin	1	to 4
Algebra	1	to 2	Civil Government		½
Plane Geometry		1	Botany	½	to 1
History	½	to 3½	Chemistry	½	to 1
Soid Geometry		½	Physics	½	to 1
Trigonometry		½	Physical Education	½	to 1
Physical Geography	½	to 1	Commercial Geography	½	to 1
Zoology	½	to 1	Arithmetic	½	to 1
Psychology or Pedagogy	½	to 1	Bookkeeping	½	to 1
Political Economy		½	Manual Training	½	to 1
Agricultural—General	½	to 3	Drawing		½
Domestic Science	½	to 3	Physiology	½	to 1
French	1	to 3	General Science	½	to 1
German	1	to 3	Stenography	½	to 1
Spanish	1	to 3	Mechanical Drawing	½	to 1
Greek	1	to 3			

BASIC UNITS REQUIRED

The following subjects are required for entrance to the Teachers College Courses:

English	3	Plane Geometry	1
Algebra	1		

The ten elective units must be chosen from the above list.

ADVANCED STANDING

Students who can present equivalent of any part of the college work may secure advanced standing and thereby reduce the number of hours required for graduation. They may secure this advanced standing by transfer of credits from a standard normal school, junior college, college, or university. An official statement must be submitted to the Registrar, certifying in detail the work for which credit is desired.

A TWO-YEAR ELEMENTARY TEACHER-TRAINING COURSE FOR HIGH SCHOOL GRADUATES

Leading to the Advanced Certificate

In this field, the student will be expected to elect the course he desires to enter. Preparation for teaching is preparation for a specific type of service. Eastern offers five specific courses. The student is expected to determine for what kind of position he desires to prepare. He then elects the courses designed to prepare him for that type of service. The following courses will be offered.

1. **Course for the preparation of primary teachers, grades 1 to 5 inclusive.**
2. **Course for the preparation of upper grade teachers or junior high school teachers, grades 5 to 9 inclusive.**
3. **Course for the preparation of principals.**
4. **Course for the preparation of special teachers and supervisors.**
5. **Course for the preparation of rural teachers.**

Much of the work will be the same regardless of which course the student elects, but at certain points the work will be differentiated.

TWO-YEAR COLLEGE COURSES LEADING TO THE ADVANCED CERTIFICATE

Required Course for the Preparation of Upper Grade Teachers Grades 5 to 9 Inclusive

FRESHMAN YEAR—FIRST SEMESTER

Education:	102.	Introduction to Teaching	2 hours
	104a.	Fundamental Problems in Teaching	3 hours
English:	104.	Grammar	3 hours
	111.	Library Methods	1 hour
Mathematics:	101.	Arithmetic	3 hours
Phys. Edu.	101.	Health, Hygiene and Sanitation	3 hours
	104.	Athletics	1 hour
Penmanship:		Drill till standard is reached. No credit. (Not counted on student's load.)	

FRESHMAN YEAR—SECOND SEMESTER

Education:	101.	Educational Psychology	3 hours
	105.	Observation	2 hours
English:	101.	Composition	3 hours
	115.	Expression	3 hours
Science:	113.	Geography of North America	3 hours
Music:	101.		2 hours
		Total	32 hours

SOPHOMORE YEAR—FIRST SEMESTER

Education:	102a.	How to Study	2 hours
	114.	Child Psychology	3 hours
English:	103a.	Survey of English Literature	3 hours
History:	102.	American	3 hours
Agriculture:	100.	General Agriculture	3 hours
Art:	101.	Drawing	2 hours

SOPHOMORE YEAR—SECOND SEMESTER

Education:	108.	Directed Teaching in Upper Grades	5 hours
English:	102.	Literature for Children	3 hours
Science:	109.	Biology	3 hours
History:	107.	Political Science (Civics)	2 hours
Home Economics 101 or 102 or Manual Training 104			3 hours
		Total	32 hours

TEACHERS OF CERTAIN REQUIRED COURSES

Education 102—Introduction to Teaching.....Mr. Squires
Education 102a—How to Study.....Miss Schnieb
Education 104a—Fundamental Problems in Teaching.....Miss Schnieb
Education 101—Educational Psychology.....Mr. Mattox
Education 105—Observation .....Mr. Edwards
Education 114—Child Psychology.....Miss Schnieb
Education 108—Directed Teaching.....Critics
English 104—Grammar .....Miss Neely
English 111—Library Methods.....Miss Reid
English 101—Composition .....Miss Neely
English 115—Expression .....Miss Buchanan
English 103a—Survey of English Literature.....Mr. Grinstead
English 102—Literature for Children.....Mr. Grinstead
Mathematics 101—Arithmetic .....Mr. Caldwell
Physical Education 101—Health, Hygiene, Sanitation.....Mr. Carter
Physical Education 104—Athletics.....Mr. Hembree, Miss Lewis
Penmanship .....Miss Boldrick
Science 113—Geography of North America.....Miss Bressie
Music 101 .....Mr. Stewart
History 102—American History.....Mr. Keith
Agriculture 100—General Agriculture.....Mr. Rex Cox
Art 101—Drawing .....Miss Boldrick
Science 109—Biology .....Mr. Smith
History 107—Civics .....Mr. Sullivan
History 101—Primary History.....Miss Floyd
Home Economics 101 or 102.....Miss Dix
Manual Training 104.....Mr. Deniston
Nature Study and Home Geography.....Miss Bressie
Mathematics 102—Primary Arithmetic.....Mr. Caldwell

EXCEPTIONS

1. The course for Primary Teachers is identical with the course for Upper Grade teachers except History 101 instead of History 102, Nature Study and Home Geography instead of Agriculture, Handwork instead of Political Science, Arithmetic 102 instead of Arithmetic 101, and Directed Teaching in the Primary instead of the Upper Grades.

2. The course for Rural Teachers is identical with that for Upper Grade teachers except that four electives may be substituted for courses that can be best omitted. The Dean and the student will agree what these electives shall be and for what courses they may be substituted.

3. The course for the preparation of two year principals is identical with the one for Upper Grade teachers except that four electives may be substituted for the four courses that can be best omitted. The Dean and the student will agree upon the courses.

4. The course for special teachers and supervisors. Eastern permits special students to elect up to 20 hours of Education, and up to 12 hours in English, Social Science, Natural Science, Agriculture, Home Economics, Industrial Arts, Art, Music, Latin or French or Physical Education, omitting the hours in other subjects that may be agreed upon in consultation with the Dean. Students electing one of these subjects will do one-half of his practice teaching in the subject selected.

MINIMUM REQUIREMENTS FOR THE TWO-YEAR JUNIOR COLLEGE COURSES

Education	12 hours
English	9 hours
Social Science	6 hours
Natural Science	9 hours
Mathematics	3 hours

CERTIFICATES AND DIPLOMAS

All college courses are offered to High School graduates or graduates of the Normal School.

All certificates and degrees require thirty-six weeks in resident study except graduates of the two-year college course will be given degrees on renewing relations with the Teachers College and doing eighteen weeks in resident study.

The College Elementary Certificate is conferred upon students who complete thirty-two hours of work and are in residence a minimum of 18 weeks.

The Advanced Certificate is conferred upon students who are in residence a minimum of thirty-six weeks and who complete sixty-four semester hours of work, as outlined in the catalog.

NOTE: Persons who complete the Advanced Certificate course can enter the Junior year of the four-year course without conditions.

FOUR-YEAR TEACHERS COLLEGE COURSE LEADING TO THE DEGREES OF BACHELOR OF ARTS IN EDUCATION AND BACHELOR OF SCIENCE IN EDUCATION

Required of All Candidates

FRESHMAN YEAR—FIRST SEMESTER

*Education:	102.	Introduction to Teaching	2 hours
English:	111.	Library Methods	1 hour
Science:		Elective	2 hours
Phys. Edu.:	101.	Health, Hygiene and Sanitation	3 hours
Phys. Edu.:	104.	Games and Recreation	1 hour
Electives:			7 hours
			16 hours

Penmanship: Drill. No credit. (No part of load.)

FRESHMAN YEAR—SECOND SEMESTER

English:	101.	Composition	3 hours
Social Sci.:	104.	American	3 hours
Science:		Elective	2 hours
Phys. Edu.:		(Any)	1 hour
Electives:			7 hours
			16 hours

SOPHOMORE YEAR—FIRST SEMESTER

English:		Elective	3 hours
Social Sci.:	119.	Economics	3 hours
Electives:			11 hours
			16 hours

SOPHOMORE YEAR—SECOND SEMESTER

Science:	109.	Biology	3 hours
English:		Elective	2 hours
Electives:			11 hours
			16 hours

JUNIOR YEAR—FIRST SEMESTER

Education:	126.	Educational Psychology	3 hours
Electives:			13 hours
			16 hours

*Must be taken first semester or term of residence unless the student enters with at least six hours of Education.

JUNIOR YEAR—SECOND SEMESTER

Education:		Elective	2 hours
English:	128.	Composition	3 hours
Electives:			11 hours
			16 hours

SENIOR YEAR—FIRST SEMESTER

Education:	105.	Observation and Participation	
		or	
Education:	116.	Special Methods	2 hours
Education:	118.	Elementary School Curriculum	3 hours
Education:		Elective	3 hours
Electives:			8 hours
			16 hours

SENIOR YEAR—SECOND SEMESTER

Education:	108.	Practice Teaching	5 hours
Education:		Elective	4 hours
Electives:			7 hours
			16 hours

REQUIREMENTS IN ADDITION TO THE FOREGOING

GENERAL

Candidates for a degree who expect to be recommended for teaching positions in high schools must have as many as twenty-four hours in one subject and eighteen in another which they expect to teach.

SPECIFIC

1. For County Superintendents and Rural Supervisors—Mr. Campbell.

Education:	112.	Rural Supervision	3 hours
Education:	117.	County Administration	3 hours
Education:	122.	Office Administration	2 hours

2. Elementary School Principals—Mr. Mattox.

Agriculture:	108.	Rural Sociology	2 hours
Education:	117.	County School Administration	
		or	
Education:	119.	The Principal and His School	3 hours

3. For Primary Supervisors and Critic Teachers—Mr. Edwards.

Education:	114.	Child Psychology	2 hours
Education:	116.	Special Methods for Grade Teachers	2 hours
Education:	120.	The Elementary School	5 hours

4. For Upper Grade and High School Teachers—Miss Schneib.

Education:	124.	Secondary Education	3 hours

5. For Superintendeits of Fourth, Fifth and Sixth Class Cities—Mr. Cooper.

Education:	121.	City School Administration	3 hours
Education:	122.	Office Administration	2 hours
Education:	110.	History of Education	2 hours
Education:	107.	Tests and Measurements	2 hours

MINIMUM REQUIREMENTS BY SUBJECTS

Education	24 hours
English	12 hours
Science	7 hours
Social Science	5 hours
Physical Education	5 hours
	53 hours

Details of Courses of Study

1. GENERAL DEPARTMENTS

1. Education
2. Agriculture
3. English
4. Social Science
5. Mathematics
6. Foreign Languages
7. Science

Department of Education

Mr. Cooper — Miss Schnieb
Mr. Edwards — Mr. Squires
Mr. Mattox — Mr. Burns
Mr. Campbell

TRAINING SCHOOL TEACHERS

Miss Hansen — Miss Potter
Miss Wingo — Miss McKinney
Mrs. Tyng — Miss Powell
Miss Lee

RURAL TRAINING SCHOOL TEACHERS

Miss Leathers — Mrs. Case
Miss Lingenfelser — Miss Pigg

NORMAL SCHOOL COURSES

Education 1. Method and Observation. (Formerly Method 1 and Observation 1.) The work of this semester is divided so as to give the student a knowledge of:

(1) What to teach.
(The State Course of Study
(2) How to teach.

Observation of the work of the critic teachers in the Training School, a study of the methods employed in good teaching, and the preparation of lesson plans are required of those taking this course.

A text book on methods of teaching is used and a demonstration of the methods studied is given by the critic teachers. Credit one-half unit.

Education 2. Introductory Psychology 1. This is an elementary course in psychology. The first part of the semester is devoted to a consideration of how to study effectively and how to teach children how to study. The remainder of the semester is spent in a study of the learning process. The subject matter is how the brain gathers, records and reproduces experience; how it analyzes and synthesizes it; and how this experience is expressed in conduct. The purpose of this course is to give the student a knowledge of the simplest types of human behavior. Credit one-half unit.

Education 3. Rural Sociology 1. This course deals with the problems of rural community life and organization as seen and handled by the thoroughly socialized rural school. After a short introductory historic development of the rural community, a study is made of the rural school as the organizing center for the upbuilding of the home, the church, social life, health habits, economic interests, public utilities and civic ideals. Credit one-half unit.

Education 4. School Management. This course deals with the problems of school and classroom organization and control. Two objectives will be kept in mind:

1. Emphasis is placed upon a study of the pupil, the relation of the teacher to the curriculum, governing and maintaining morale, lesson assignment, the recitation, etc.

2. A study is made of the school laws of Kentucky with special emphasis on the country school administration law, attendance law, certification of teachers, and the report of the Kentucky Survey Commission. One purpose of the course is to familiarize students with the most modern movements in public school administration. Credit one-half unit.

Education 5. Observation and Participation. The student in this course observes teaching in the rural schools at least half of the time; he prepares lesson plans and teaches the other half. No student will receive the standard elementary certificate until this course has been completed. Credit one-half unit.

TEACHERS COLLEGE COURSES

***Education 101.** Psychology. An elementary course, the chief emphasis is upon: (a) instinctive tendencies; (b) habit formation; (c) memory, association and economy of learning; (d) the effective life, and (e) the thought process. Credit two semester hours.

***Education 102.** Introduction to Teaching. It is the aim of this course to develop in the student a clear notion of the field, aims, problems, methods and results of education. His own personal fitness for the work of teaching is carefully considered. The difference among the various types of teaching service is made clear. Credit two semester hours.

***Education 102a.** How to Study. The purpose of this course is to help the students interpret clearly the nature and the function of learning; interpret clearly the meaning and the purpose of study as well as to see the essentials of study and to form specific study habits which will function in all of their study activities as well as in their teaching. Much time will be given to help the students really form definite study habits as well as seeing how to teach children to study and how to supervise study. Credit two semester hours.

Education 103. Technique of Teaching. This course is planned primarily for the purpose of giving the students an opportunity to study the technique employed by those in charge of the training school. A study is made of the various types of lessons, viz., inductive, deductive, problem, project, review, lesson for appreciation, etc. Emphasis is placed upon learning how to make lesson plans. Credit one semester hour.

Education 104. Project Method. The socialized recitation is given consideration. Students are required to plan lessons according to the project method. Credit two semester hours.

*Education 104a. Fundamental Problems of Teaching. The purpose of this course is to enable the students to see clearly the fundamental problems, the specific needs and the opportunities of teaching. In view of this purpose, the course gives the following: A clear interpretation of a school and of teaching; the specific physical, intellectual, social and moral needs of children; the meaning of a study and the meaning and specific purposes of each of the fundamental studies with the selection and arrangement of adequate subject matter for each; various ways of presenting the subject matter; the meaning of promotion and adequate standards for promotion as well as the teacher's self-evaluating standards; also the need of standardized tests and their application. Credit three semester hours.

Education 105. Observation and Participation. The student is required to spend at least two hours each week in systematic, directed observation of class work. Prerequisite to Education 108 unless 116 is substituted. Credit two semester hours.

*Education 106. Psychology of the Elementary School Subjects. This course includes: (1) a thorough and complete analysis of all psychological processes involved in the learning of a given subject, or in the acquisition of skill in it, and of the order and manner in which these processes intermesh; (2) the devising of means by which these processes may be measured and tested so that the facility in their operation may be determined quantitatively; (3) the discovery of the most economical procedures by which each particular step in the entire process may be developed. Credit two semester hours.

*Education 107. Tests and Measurements. This course involves a study of achievement tests and scales and their application in the measuring of the work of the schools as well as a diagnosis of results discovered by a measurement. Credit two semester hours.

Education 108. Practice Teaching. The student usually teaches one hour each day for the semester. He must also reserve one hour each day for a conference with the critic teacher under whose direction he does his practice teaching. The student does his practice teaching in the primary grades, the upper grades, or the rural school, depending upon which course he has elected to pursue. Once each week the director of the training school will meet all of the practice teachers for a conference to consider their problems. Prerequisite: Education 105 or Education 116. Credit five semester hours.

*Education 109. School and Class Management. This course is designed for students who have had considerable professional work. The course will include work in school and class management, school organization, course of study, attendance, school morale, the recitation, et cetera. Credit two semester hours.

Education 110. History of Education. This course comprises a complete survey of the History of Education, beginning with eastern nations. Special emphasis is laid on the contribution of the Greek

and Roman civilizations to the development of educational theories. Middle Ages are treated in a general way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated more fully. Emphasis is placed on a study of Herbert Spencer among European educators and Horace Mann and his significance in American education. A brief study of the history of education in Kentucky is also made. Credit two semester hours.

Education 111. The Principles of Education. The course involves a discussion of such topics as the definition of education; the aims of education; the development of various conceptions of educational values; the origin and present status of certain controverted questions of educational theory, such as doctrine of interest and the relation of liberal to vocational education; the doctrine of formal discipline; the formal steps of teaching, etc. Credit two semester hours.

Education 112. Rural School Supervision. This course has reference primarily to the work of supervising teachers. A study is made of the failures and possibilities of the rural school. The organization of the school, the preparation of a constructive program, and the relation of the school to the community form part of the content of this course. A careful study is made of the function of the supervisor and how he can best serve the teacher of his county. A study is made of the use of the circular letter, bulletins, class demonstrations, constructive criticism, classroom visitation, personal interviews, etc., as a means of improving the teaching. Credit three semester hours.

Education 113. Educational Sociology. The purpose of this course is to investigate the several factors and laws upon which educational theory and practice must rest, and the relation of the school to the upbuilding of the other institutions of the community. This course also treats of the social forces which determine the selection of school subjects, their content, method of presentation, and social values. Credit two semester hours.

***Education 114.** Child Psychology. This course first treats child life from the biological point of view. Then a study is made of human behavior and the instincts. Play, language, and drawing are the three typical activities selected for special consideration. The influence of heredity and environment is studied. An attempt is made to give the student a knowledge of the genetic development of child life. Credit two semester hours.

Education 115. Relay Course in Education. This course is usually given during the Summer School. A number of practical school men are brought to Eastern and they offer a short course in some particular field of education in which they are specially prepared. Credit two semester hours.

Education 116. Special Methods for Grade Teachers. This course is usually offered during the Summer School. A text book on

methods of teaching is used and manuals on reading, spelling, arithmetic and other subjects are studied. All students taking the Special Methods Course are required to observe the critic teachers for one hour each day in the demonstration of the methods under consideration. May be taken instead of Education 105. Credit two semester hours.

Education 117. County School Administration. The relation existing between the state and the county in the administration of the schools is studied first. The duties of the County Board of Education and the work of the County Superintendent as the executive officer of the board are carefully considered. The making of a budget, records and financial reports, school buildings—their location and equipment, consolidation of schools, examination and certification of teachers, supervision of teaching, the county high school and the training of teachers for the rural schools are subjects dealt with in this course. Credit three semester hours.

Education 118. The Elementary School Curriculum. The fundamental purpose of this course is to show the necessity of evolving a curriculum based upon the actual needs, interests and activities of the children. The students of this course are held responsible for a knowledge of the best literature on curriculum making. Credit three semester hours.

Education 119. The Elementary Principal and His School. The nature of the work of the principal, the organization and administration of the school, the supervision of instruction and extra school activities are the subject of this course. Credit three semester hours.

Education 120. The Elementary School—Its organization, subject matter and methods of instruction. This course is for those planning to become supervisors and critic teachers. A study of the important aims and principles of elementary instruction and of the application of these to the selection of subject matter and materials will be pursued. Students in this course are required to do some work in observation in the Training School and to take groups of children and teach them for the purpose of demonstration, illustrating certain principles and types of teaching. A consideration of the problems and principles of supervision is a part of the work of the course. Credit five semester hours.

Education 121. City School Administration. In this course a study is made of the School Board, the Superintendent and his relation to the Board, supervision of the schools, business administration, buildings and their equipment, school publicity, records and reports, progress of children through the schools including retardation, acceleration and elimination. Credit three semester hours.

Education 122. Office Administration. A study of the proper equipment, necessary records and the filing of records and reports is made. The making of a budget, the proper recording of the minutes

and orders of the board, the distribution of funds, the bookkeeping of the County Superintendent and his duties as secretary of the board are problems for consideration in this course. Credit two semester hours.

Education 123. Advanced Educational Psychology. This course presents those problems in psychology which are of special significance in the learning process and in the work of education. The following topics are discussed: The psychology of learning; practice; efficiency of work; fatigue; distribution of time; transfer of training; the effect of age on learning; effect of individual capacity on learning; changes in the nervous system with practice; and the place of method, organization, selection, diagnosis and the working with concepts. Applications are made to problems of teaching. Prerequisite: Education 101 or Education 126. Credit three semester hours.

Education 124. Principles of Secondary Education. The following topics receive careful consideration: The high school as an institution of society, its objectives, its organization and activities, and its curriculum. The methodology of the study activities of secondary education receives special attention. Prerequisites: Education 101 and 102. Credit three semester hours.

Education 125. Psychology of the High School Subjects. This course acquaints the student with some of the psychological processes involved in studying the various high school subjects. It also acquaints the student with the various proposals for reorganization of the courses based upon discussions in recent educational writings. Supervised study, educational and vocational guidance. Prerequisite: Education 101. Credit two semester hours.

Education 126. Intermediate Educational Psychology. A course for beginners in psychology with rather more preliminary training than is expected in Education 101. The chief topics covered in the course are: (1) The nature of behavior, its analogies with consciousness, and the physical mechanism of both. (2) The important contributions of biology to psychology. (3) The inherited mental equipment of man; the laws of learning, illustrated by laboratory experiments; the chief types of conscious states, and their interrelations; the development of thought processes; and the organization of the self. Prerequisite: Science 109 or an acceptable equivalent. Credit three semester hours.

Education 127. See Foreign Language 110.

NOTE.—Subjects marked with star are Junior College subjects; the remainder are Senior College subjects.

NOTE.—Education 108 may be taken two hours a day one-half semester; also English 102 and History 102 may be taken two hours per day one-half semester to balance.

Department of Agriculture

Mr. Cox Mr. Wade

NORMAL SCHOOL COURSES

One unit of Agriculture is required of all students, but two more units may be elected. The two required courses are Agriculture 1, Soil and Crops, and Agriculture 2, Animal Husbandry.

Agriculture 1. Soils and Crops. A study of the common crops grown in the state, and the principles related to the maintenance of the fertility of the soil.

Agriculture 2. Animal Husbandry. A course that deals with the study of the farm animals that are commonly found on Kentucky farms.

Agriculture 3. Horticulture. This course includes the study of the production of orchard and garden crops.

Agriculture 4. Farm Management. A study of those problems that arise when the farm as a business is considered, as problems in labor, renting, marketing, and size of business.

Agriculture 5. Project Work in Crop Production.

Agriculture 6. Project Work in Animal Production.

In the latter two courses the student will select that farm project or enterprise in which he is especially interested and carry it to completion under the supervision of the instructor.

TEACHERS COLLEGE COURSES

Notes.—All students except those who are preparing to become teachers of primary work are required to take one course in Agriculture before receiving the Advanced Certificate. In addition to this required course, the student may elect a maximum of twelve hours in Agriculture.

A major in Agriculture is offered to those students who are taking the work leading to the degree, B. S. in Education. This major consists of a minimum of twenty-four hours and a maximum of thirty-two hours.

The courses in Agriculture to be included in the training for the Advanced Certificate, and for the degree, should be selected on the advice of the head of the Department of Agriculture.

The student who expects to prepare himself to teach vocational agriculture in the Smith-Hughes High Schools may take the first two of the four years of college work at this institution and then enter the College of Agriculture, University of Kentucky, and graduate from that institution at the end of two additional years.

Agriculture 100. General Agriculture. A course primarily intended for those students who expect to teach Agriculture in the Seventh and Eighth Grades. Credit 3 hours.

Agriculture 101. Animal Hubandry. The course includes the study of the types and breeds of the common farm animals. Credit 2 hours.

Agriculture 102. Farm Dairying. Testing of dairy products for components and adulteration, farm butter making, cream separation, and the handling of milk on the farm. Credit 3 hours.

Agriculture 103. Crops. The principal cereal and forage crops of the state, crop improvement, storage and marketing, crop rotations, grain judging, and testing of seeds. Credit 3 hours.

Agriculture 104. Soils. A study of the properties and management of soils, plant foods, crop requirements, and fertilizers. Prerequisite: Inorganic Chemistry. Credit 3 hours.

Agriculture 105. Horticulture. Fruit and vegetable production with emphasis on practical work in pruning, spraying, and management of gardens. Credit 3 hours.

Agriculture 106. Farm Management. A study of the representative types of farming, size and balance of the farm business, labor efficiency, the farm layout, and rental systems. Credit 3 hours.

Agriculture 107. Agricultural Economics. The agricultural industry as related to other industries, land tenure, credit, farm insurance, marketing, the tariff as related to Agriculture, demand and supply, agricultural prices, and farmers' organizations. Credit 3 hours.

Agriculture 108. Rural Sociology. This course deals primarily with the conditions and influences which shape rural life and affect the welfare of rural people. Credit 3 hours.

Agriculture 109. Feeds and Feeding. A study of the principal feeds, and methods and practice of feeding farm animals. Credit 2 hours.

Agriculture 110. Swine and Pork Production. Selection of breed and individuals, care and housing of swine, feeding for economical pork production, and disposal of breeding and fattened animals. Credit 3 hours.

Agriculture 111. Farm Poultry. Poultry house construction, feeding of poultry for egg and meat production, culling of chickens, incubation, and grading and marketing of poultry products. Credit 3 hours.

Agriculture 112. Farm Meats. The dressing and curing of meats for home consumption, the cutting of carcasses for retail trade, and practice in the preparation of poultry for market. Credit 2 hours.

Agriculture 113. Milk Production. A study of dairy cattle, judging and selection, milk secretion, breeding, feeding, and management, calf raising, and dairy barns, and equipment. Credit 3 hours.

Agriculture 114. Farm Engineering. A course involving a study of farm machines, their operation and care; farm structures; use of concrete on the farm, and the principles of drainage. Credit 3 hours.

Department of English

Mr. Foster — Mr. Grinstead
Miss Neely — Miss Buchanan
Mr. Logan — Miss Zellhoefer
Mr. Tapp

NORMAL SCHOOL COURSES

English 1. Grammar 1. This is a course in Sentence Structure and Sentence Analysis. The parts of speech are also studied in so far as the knowledge of them seems essential as a basis for self-criticism. Much stress is put upon correct speech and the avoidance of common errors. At the end of this course students must be able to write clear, concise sentences free from grammatical errors, and correctly punctuated. Credit one-half unit.

English 2. Composition 1. Here are emphasized the principles of paragraph structure; helps in securing sentence untiy and sentence emphasis; aids concerning choice of words; and the correlation of composition to community life. Throughout the course students are required to give well organized oral and written narratives and short expositions in unified, coherent, and concise sentences. The course in grammar is prerequisite to this course. Credit one-half unit.

English 3a. American Literature 1. This course gives a survey of the entire field of American Literature with illustrative readings from the chief authors. Credit one-half unit.

English 3b. A continuation of English 3a. Credit one-half unit.

English 4a. English Literature 1. This course is a survey of the whole field of English Literature with illustrative readings from numerous authors. Credit one-half unit.

English 4b. English 4b is a continuation of the work as outlined in English 4a. Credit one-half unit.

English 5. Word Study. This is a study of words and their ways in English speech. Its chief aim is to create an interest in the study of words and to show that the common words of every day speech have large and interesting associations. A few lyrics and sonnets are studied to show how the author, consciously or not, had to do with the soul of words. Credit one-half unit.

English 6. Expression—Reading. Elementary work in simple reading, correct breathing, voice production, tone placing, enunciation, pronunciation, and posture. Grouping, thought sequence and subordination, central ideas and thought communication.

English 7. Literature for children. (Same as Eng. 102.)

TEACHERS COLLEGE COURSES

English 101. Composition 1. Students are called upon not only to study the laws of composition, but to write many themes which they, as teachers, would ask children of the various grades to write.

Emphasis is placed on orderly thinking from one's own experiences. Prerequisite: English 104. Credit three semester hours.

English 102. Literature for Children. In this course students have an opportunity to acquaint themselves with many of the best stories, myths, fables, poems, and biographs for children of all grades; to study plot; and to write stories suitable for children. Much practice is given in the presentation of the various types. Credit three semester hours.

English 103a. This course is a survey of English Literature from Beowulf to Wordsworth. First semester. Credit 3 semester hours.

English 103b. A survey of English Literature from Wordsworth to Thomas Hardy. Second semester. Credit 3 semester hours.

English 103c. A survey of American Literature with history and appropriate readings. Credit two semester hours.

English 104. Grammar. This is a course in grammar and language especially for students who are specializing in grade work. The course consists of (1) a study of the ways and forms of sentences, including analysis, inflection, co-ordination, subordination, and the study of errors common in Kentucky; (2) the selection and organization of material suitable for language work. Aims of language work, ways of correcting errors, standards to measure, and language projects are topics also considered. Prerequisite to English 101. Credit three semester hours.

English 105. Poets, Victorian and Later. The major poets of this era are studied from interpretative and historical standpoints; Tennyson, Browning, Arnold, Morris, Rossetti, Kipling, Masefield, Noyes and recent poetry. Credit three semester hours.

English 106. The Essay. The leading American and English essayists are studied: Emerson, Carlyle, Ruskin, Stevenson, Lamb, Hazlitt, Bryce, Thoreau, Burroughs, Palmer, and Van Dyke. As many of these believed that the acceptance of their ideas would urge the world to nobler living it shall be our chief aim to feel the personality of each and to hear his message. Some attention is given to current editorials and magazine articles. Credit two semester hours.

English 107. The Drama. The purpose of this course is to lead the student to appreciate Shakespeare's knowledge of men and life, and to feel his dramatic power. Several of the plays are read, and one of the tragedies and one of the comedies are studied intensively. A few modern plays are read as a basis of comparison. Credit three semester hours.

English 107a. A continuation of 107 with special attention to Modern Drama. Second semester. Credit 3 semester hours.

English 108. The Short Story. This course presents the characteristic short story writers of the past and present: Hawthorne, Irving, Poe, Stockton, Craddock, O. Henry, Stevenson, and Kipling.

Stories that deal with American life in the different localities are the chief interest. The development of the story is also emphasized. Credit two semester hours.

English 109. Lyric Poetry. This course includes a thorough study of this form of literature. Its aim is to lead the student to a fuller appreciation of good poetry, and to recognize the importance of a full memory in the teaching of literature. Credit two semester hours.

English 110. The English Bible. This course is intended to lead to a more intelligent interpretation and appreciation of the great literature of the Bible. A large part of the Bible will be read outside class, and certain of those that are especially rich in literary value will be studied intensively. Credit two semester hours.

English 111. Library Methods. This course will include: accessioning, bibliography, classification, cataloging, use of reference books and magazine indexes, use of State Superintendents' lists, traveling libraries, cooperation between public library and public school and between teachers and Kentucky Library Commission. Credit one semester hour.

English 112. Literary Projects for the Grades. This course is a study of the backgrounds and peoples of the following story groups: 1. Hiawatha (Indian Life). 2. The Odyssey (Greek Life). 3. Sigurd the Volsung (Norse Myth and Norse Life). 4. Arthurian Cycle. 5. Don Quixote. 6. Robin Hood. Credit two semester hours.

English 113. The English Novel. This course reviews the history and development of fiction literature. The most representative types will be studied intensively. Credit three semester hours.

English 114. The Teaching of Literature. The object of this course is to introduce students to an intelligent study of short poems and prose selections and as a result of such study to enable them to teach literature more effectively. Required of major English students. Credit 3 hours.

English 115. (Expression 101.) Drill work in breathing, tone production, tone placing, enunciation, pronunciation, corrective drill work for posture. Study of selected literature for accurate, fluent, animated reading. A special study of methods and materials used for teaching reading in the grades. Credit three semester hours.

English 116. Public Speaking. (Expression 102.) An elementary course for those who have little or no experience in platform speaking. Parliamentary procedure, declamations, occasional, extempore, and impromptu speeches. Voice building and elementary work in gesture. Credit three semester hours.

English 117. Dramatics. (Expression 103.) Essentials for students interested in amateur theatricals and for coaching of plays. Stage technique, dramatic interpretation, pantomine, costuming, make-

up, scenery, lighting, choosing, directing, and rehearsing plays. Credit three semester hours.

English 118. Interpretation. (Expression 104.) Beginning course in interpretive reading. Classical and modern selections studied with view to vocal interpretation, physical expression, flexibility and resonance of voice. Credit three semester hours.

English 119. Story Telling. A study of various types of stories—fables, folk-tales, myths, short stories—for oral presentation. Choice of material suited to various grades. Study of principles of story telling. Intensive practice in actual telling of stories. Prerequisites, English 101 and English 102. Credit three semester hours.

English 120. Argumentation. Principles of argumentation, analysis, evidence, argument, proof, refutation, and fallacies. Brief drawing. Platform technic. Reports on lectures, political speeches, etc. Prerequisite, consent of instructor. Credit three semester hours.

English 121. Oral Discussion. Individual presention of topics around related subjects. Purpose to develop ability, organize ideas, present them in correct English and defend them intelligently. Objective clear ideas, clear convincing statements. Not a formal speaking course. Method is that of a round table. Written summaries of class discussions to be kept as permanent record of class work. Prerequisite, consent of instructor. Credit three semester hours.

English 122. Advanced Interpretation. Humorous, pathetic, dramatic and dialect selections studied. Character studies made. Criteria formed for judging contests, training contestants, presenting platform recitals. Prerequisite, consent of the instructor. Credit three semester hours.

English 123. History of the English Language. A study of words and their ways in English speech. Open to Juniors and Seniors. Credit three semester hours. Same as Latin 101.

English 125. Browning. A study of Browning, the man, the poet, and the philosopher. Readings and discussions. Open to Juniors and Seniors. Credit two semester hours.

English 126. Milton. This course includes a study of Milton's more important poems. Open to Juniors and Seniors. Credit two semester hours.

English 127. The Ballad. This is a study not only of English balladry, but of American songs and ballads, including those of the Kentucky mountains. Credit two semester hours.

English 128. Advanced Composition.

English 130. Chaucer. This is a rapid reading course. Special attention is given to such stories as may be told to children.

Department of Social Science

Mr. Keith — Mr. Robinson
Mr. Sullivan — Miss Floyd

NORMAL SCHOOL COURSES

Social Science 1. Civics. This is a course in Civics of high school level. Credit one-half unit.

Social Science 2a. American History. This is high school American History, covering the period from the beginning of our country to about the adoption of the Constitution. Credit one-half unit.

Social Science 2b. American History. This course begins with the adoption of the Constitution and completes the study of American History of high school level. Credit one-half unit.

Social Science 3. Anicent History. This is a semester's work in the study of Ancient History. The first half of the semester will be devoted to the study of Greek History and the last half to that of Roman History. Credit one-half unit.

Social Science 4. Medieval and Modern History. The first half of this semester will consider Medieval History and the last half will be devoted to Modern History. Credit one-half unit.

Social Science 5. American Government. This course is a study, not of civics, but a study of the fundamentals of good government and good citizenship. Principles of government that have made good by test are studied and accepted; those that have failed are rejected. Problems of government, good citizenship, and patriotism are the key words of this course. Credit one-half unit.

Social Science 6. English History for High Schools.

TEACHERS COLLEGE COURSES

Social Science 101. American History for Primary Grades. This course is centered about stories of achievement and biography of American History. It links together history and heroes. Patriotic exercises, festival days and holidays are considered. Illustrative material suitable for primary grades (one to five inclusive) is used throughout the semester. Credit three semester hours.

Social Science 102. American Histroy. This course studies American History from about the time of Andrew Jackson to about 1890 or 1900. Credit three semester hours.

Social Science 103a. Medieval History. It is the purpose of this course to give a comprehensive grasp of the fundamental facts of the medieval period, and, fitting in with Ancient History and Modern History, to give a notion of the continuity of history. Credit three semester hours.

Social Science 103b. Modern History. Credit three semester hours.

Social Science 104. American History. This is a course in very recent American History, covering the period from about 1890 or 1900 to the present. Credit two semester hours.

Social Science 105. American Ideals. An attempt is made to bring out those ideals and aspirations that are peculiarly American. American contributions to civilization and progress are studied. This is a course in Americanization. Credit three semester hours.

Social Science 106. History of the World War. This course covers the period leading up to the World War, its main causes, a short sketch of the war itself and its aftermath. Credit three semester hours.

Social Science 107. Political Science. This is a general course in introductory Political Science suitable for Freshmen or Sophomores. Credit two semester hours.

Social Science 108. Political Science. This course will study the governments of the leading nations, attempting to compare them with each other and with our own, and form notions of the best elements in government. Credit three semester hours.

Social Science 109. Immigration. This course will make a thorough study of Immigration into America, together with a few of the problems arising out of it. Credit three semester hours.

Social Science 110. Economic and Industrial History. This is a course in the Economic and Industrial History of the United States. Credit three semester hours.

Social Science 111. Sociology. This is a course in introductory Sociology. Credit three semester hours.

Social Science 112. History of England. This is a course covering the study of English History and its relation to continental European History. Credit three semester hours.

Social Science 113. English History. This is a special course centered about the Great Rebellion or the Puritan Revolution. It attempts to cover the period of the Stuarts. Credit two semester hours.

Social Science 114. English and American History. This course will attempt to show the very close relations between American and English History from the founding of our country. Credit two semester hours.

Social Science 115. European History. This is a special course in European History, covering the period 1715 to 1815. Credit three semester hours.

Social Science 116. European History. This course will center about the French Revolutionary and Napoleonic history, 1789 to 1815. Credit three semester hours.

Social Science 117. Contemporary and Current History. This course will center its attention about the main problems and events of the present, using books just from the press and magazines as its basis. Credit two semester hours.

Social Science 118. Ancient History. This is a course in general history of Ancient times, or a special period of Ancient History to be agreed upon by the teacher and students. Credit three semester hours.

Other courses can be arranged, provided there is enough demand for them.

Social Science 119. This is a course in introductory economics.

Department of Mathematics

Mr. Caldwell — Mr. Park
Mr. Bryant — Mr. Boothe

NORMAL DEPARTMENT

Mathematics 1. Arithmetic 1. This course will include a review of the more important parts of the state adopted text for high schools. Content will be emphasized, although considerable attention will be given to methods of teaching, especially in the rural schools. Pilot Book Two, Supplementary. Credit one-half unit.

Mathematics 2. Algebra 1. This course will include the fundamental operations; problems involving the parenthesis and substitution; simple problems in one unknown; concrete problems, developing one unknown; factoring; fractions; fractional equations with one unknown; concrete problems, developing the fractional equation with one unknown. Credit one-half unit.

Mathematics 3. Algebra 2. This course includes abstract simultaneous equations with two or three unknowns; concrete problems, developing the simultaneous equations; graphs; involution; evolution; theory of exponents; radical surds; quadratic equations. Credit one-half unit.

Mathematics 4. Geometry 1. This course will include the first half of plane geometry. Much original work will be assigned. The direct method of proof will be used. Credit one-half unit.

Mathematics 5. Geometry 2. A continuation of the subject of plane geometry. The indirect methods of proof will receive considerable attention in this course. Credit one-half unit.

Mathematics 6. Arithmetic 2. Complete High School Text Book 3, Supplementary. Credit one-half unit.

Mathematics 7. Algebra 3. Advanced High School Algebra.

Mathematics 8. Solid Geometry for High Schools.

COLLEGE DEPARTMENT

Mathematics 101. Arithmetic for Upper Grades. All the various types of problems included in grades 5 to 8, will be considered. This course will include a study of the best models of solutions of all types and an occasional reference to models in lesson assignments. All the rules and principles of arithmetic will be illustrated and verified. Credit three hours.

Mathematics 102. Arithmetic for Primary Grades. This course is elective and includes special method training for those who plan to teach in any of the first four grades. Credit three hours.

Mathematics 103. Plane Trigonometry. This course includes an introduction to the subject of plane trigonometry. Credit three hours. Prerequisite: Plane Geometry.

Mathematics 104. Solid Geometry, Credit three hours.

Mathematics 105. This course includes the completion of plane trigonometry and a study of spherical trigonomentry. Credit three hours. Prerequisite: Mathematics 103 and 104.

Mathematics 106. Plane Surveying. Credit two hours.

Mathematics 107a. College Algebra I. In addition to a review of the important parts of H. S. Algebra this course will include: Inequalities, ratio, proportion and variation, arithmetical and geometrical progressions, binomical theorem, choice and chance. Credit three hours.

Mathematics 107b. College Algebra II. This course will include: Properties of Quadratics, Surds and Imaginaries, Complex Numbers, Determinants and Theory of Equations. Credit two hours.

Mathematics 108. Plane Analytic Geometry. A beginning course, including the straight line, circle, ellipse and parabola. Credit three hours. Prerequisite: Plane Geometry, Plane Trigonometry and Mathematics 107a.

Mathematics 109. A continuation of Mathematics 108 with also a short course in solid Analytic Geomerty. Prerequisite: Mathematics 108. Credit three hours.

Mathematics 110. Differential Calculus. Credit three hours. Prerequisite: Mathematics 107a, 107b, 108.

Mathematics 111. Integral Calculus. Credit three hours. Prerequisite: Mathematics 110.

Mathematics 112. Methods of teaching high school mathematics. Credit three hours.

Department of Foreign Languages

Mr. Grinstead Mr. Squires
Miss Roberts

NORMAL SCHOOL COURSES

Latin 1. First half of Beginning Latin.
Latin 2. Second half of Beginning Latin.
Latin 3. First half of Caesar.
Latin 4. Second half of Caesar.

TEACHERS COLLEGE COURSES

Latin 101. Latin-English Word Formation. Prefaced by a sketch of the history of language development in western Europe, especially in the Roman empire and later in France and England, the course traces the methods of compounding and deriving words, and the commoner aspects of change in form and meaning. Prerequisite, two units of high school Latin. This course should be taken first, by all students electing Latin, and may be taken for credit in English by students who do not elect Latin. Same as English 123. Credit three semester hours.

Latin 102. Cicero's Early Orations. Portions of the Verrine orations (partly in translation), and the oration for the Manilian Law in Latin. The course will emphasize, (a) The art of rapid reading of Latin; (b) the art of accurate and elegant English translation; (c) the Ciceronian vocabulary, with special reference to its contribution to the English vocabulary; (d) the historical background of Cicero's early career, to his consulship in 63. Prerequisite, two units of high school Latin, and, if practicable, Latin 101. Credit three hours.

Latin 103. Cicero's Consulship and After. The orations against Catiline (all but one in translation), the oration for Archias, one later oration to be selected (usually Marcellus or one of the Philippics), and selections from the Letters; with supplementary reading from Sallust, and Nepos' Atticus, with a weekly assignment in the writing of Latin, based on Cicero's Catilinarian orations. Credit three semester hours.

Latin 104. Latin Prose Writers. Selections from the best authors of Latin prose, such as Caesar's Civil War, Cicero's Letters, Sallust's Wars of Juguratha and Catiline, Livy's History of Rome, the Letters of Pliny the Younger, the Germania and Agricola of Tacitus, Suetontius' Lives of the Caesars, and Aulus Gellius' Noctes Atticae. The course aims to give a comprehensive view of Roman ideals and life as reflected in Latin prose; to develop the power or rapid reading of Latin for the thought; and to study the contribution of the Latin vocabulary to the English. Prerequisite: two or three units of high school Latin, and if practicable, Latin 101. Credit three semester hours.

Latin 105. Latin and English Sentence Structure. A study of the outline of the Latin and English sentence, with daily writing of Latin graded in difficulty. The first part of the course sketches rapidly the functional nature of the parts of speech, and of the cases and tenses as used in the simple sentence. The latter part devotes special attention to the various moods, to the non-modal forms (infinitive, gerund, supine and participle), and to the complex sentence. Prerequisite: three units of high school Latin (or two units plus Latin 102) 103 or 104, and, if practicable, Latin 101. Credit three semester hours.

Latin 106. Beginning Vergil. Prefaced by the First Eclogue, the fourth (in translation), and the Sixteen Epode of Horace, as a reflection of the social and political conditions of Vergil's work, the course includes the first two books of the Aeneid. It stresses the relation of Vergil's work to the Triumvirate and the ideals of Augustus; the historical and mythological materials of the Aeneid; the rhythm and literary structure of the poem; and its contribution to the vocabulary and literary ideas of the English language. Prerequisite: three units of high school Latin, or two units in high school and three hours in college. Credit three semester hours.

Latin 107. Advanced Vergil. The fourth and sixth books of the Aeneid, with outside assignments from the other books. There is much rapid reading, aiming at comprehension and appreciation of the original rather than formal translation. The objectives are much the same as in the preceding course (which is normally a prerequisite), but much attention is paid to the social, political and religious ideals of Vergil. Credit three semester hours.

Latin 108. Latin Poetry. Selections from Catullus, Tibullus, Propertius, Vergil, Ovid and Horace. The course aims to give a comprehensive view of the ideas and literary art of the classic Latin poets, with a study of their contribution to the English vocabulary, and their influence upon English literature. Prerequisite: three units of high school Latin, or two units in high school and three hours in college. Credit three semester hours.

Latin 109. The Teaching of Latin. A study of the psychological aspects of Latin classroom activities, and of the educational problems of Latin in the light of the most recent scientific research, especially the investigation of the teaching of Latin by the American Classic League. Under certain circumstances a limited number of students may take this in the form of an assignment in observation and participation in the teaching of Latin. Required of all candidates for special recommendation as teachers of Latin. Prerequisite: three units of high school Latin, and six hours of college Latin, approved by the head of the department. Credit three semester hours.

Latin 110. Ancient Society. A course of lectures and assigned library readings in English and Latin, dealing with the structure, development and decay of the society of the ancient Mediterranean

lands. The aim is to develop an understanding and appreciation of the features of modern society which have been derived from the civilization of ancient times, and particularly from the empires of the various Greek states and of Rome. Students with less than three units of Latin will be admitted only on advice of the head of the department. May be counted as Social Science. Credit three semester hours.

Foreign Languages 111. Linguistic Psycholgoy. A course designed to analyze the practical aspects of language processes and experience, for the use of teachers of langugae, whether English or foreign. It treats of the origins of language in the individual and the race; the psychological nature of linguistic experience; the principles of phonics; the nature of the receptive process in reading, and in the acquisition and use of the vocabulary; and the psychology of foreign language teaching, for students majoring in foreign languages. Prerequisite: two units of foreign language. Credit three semester hours.

French 101. For Beginners. Particular attention paid to pronunciation by means of the study of phonetics and constant drills. The elementary principles of grammar studied. Reading and writing of easy material, prepared, sight, or dictated. Conversation. Credit three semester hours.

French 102. A continuation of Course 101. This course consists of the remaining essentials of grammar including the subjunctive, drills in pronunciation, conversation, dictation, the common idioms, reproduction in French of easy selections read, composition, and reading of easy French. Prerequisite: French 101 or one year of high school French. Credit three semester hours.

French 103. Review of Grammar. More thorough study of idioms, irregular verbs, and synonyms. Drills in pronunciation. Composition; reading from representative French authors with resumes in French. Prerequisite: French 101 and 102, or two years of high school French. Credit three semester hours.

French 104. A continuation of Course 103. More thorough study of phonetics, the sounds, and their production. Use of the phonograph as an aid to pronunciation. Readings from representative French authors since the 16th century. The main periods and authors are carefully outlined and studied. Prerequisite: French 101-103 or three years of high school French. Credit three semester hours.

Department of Science

Mr. Smith — Mr. Cox
Mr. Carter — Miss Bressie
Mrs. Deane

NORMAL SCHOOL COURSES

Science 1. Geography 1. This course is designed primarily to prepare rural school teachers to teach the subject effectively. A study of North America, its political subdivisions, coast lines, topography, climate, resources, the development of its cities and industries, and the distribution of its inhabitants is made. Credit one-half unit.

Science 2. Geography 2. Both physical and economical Geography are taught in this course. The completion of a standard high school text on this subject is expected. Credit one-half unit.

Science 3. General Science. This course deals with the everyday aspects of a number of the major sciences. Its purpose is to lead the student to observe, interpret, and apply the natural phenomena encountered in daily life and to enable him to use this material in teaching in the elementary school. Credit one-half unit.

Science 4. Botany 1. First half of high school text. Credit ½ unit.

Science 5. Botany 2. Second half of high school text. Credit ½ unit.

Science 6. Chemistry 1. First half of high school text. Credit ½ unit.

Science 7. Chemistry 2. Second half of high school text. Credit ½ unit.

Science 8. Physics 1. First half of high school text. Credit ½ unit.

Science 9. Physics 2. Second half of high school text. Credit ½ unit.

TEACHERS COLLEGE COURSES

Science 101. Physics 1. A general course, treating mechanics, heat, and sound; given primarily for those who desire a knowledge of physical phenomena and applications to daily life. Three lectures per week and two double laboratory periods. Credit five semester hours.

Science 102. Physics 2. A general course, treating light, magnetism, electricity, and radio. The more general laws of magnetism and electricity are developed; practical equations derived and discussed in class. Three lectures per week and two double laboratory periods. Credit five semester hours.

Science 103. Chemistry 1. General course in chemistry. A study of the most important non-metallic elements and their compounds, with special attention to the application of chemistry as a prerequisite to medicine and home economics. Three lectures per week and two double laboratory periods. Credit five semester hours.

Science 104. Chemistry 2. General course in chemistry. A study of the remaining non-metallic elements and the metallic elements and their compounds. Special laboratory work for those who desire it. Three lectures and two double laboratory periods. Credit five semester hours.

Science 104a. Chemistry 3. Qualitative Analysis. Mainly laboratory work. Test for the important metals, acids and their salts. Analysis of inorganic compounds and mixtures. One lecture per week and two double laboratory periods. Credit three semester hours.

Science 104b. Chemistry. Organic Chemistry. A study of the most important compounds of carbon. Equal time is given to the aliphatic and aromatic series. Of fundamental importance to those who intend to study nutrition and medicine. Three lectures per week and two double laboratory periods. Credit five semester hours.

Science 104c. Chemical Education. General chemistry from the standpoint of the teacher. Methods for presenting different topics, discussion of text books, fitting up of laboratories, ordering of apparatus and supplies, lecture experiments, details of laboratory manipulation and routine; reports upon recent books and periodicals. Three lectures per week. Credit three semester hours.

Science 105. Botany 1. This course includes a study of the structure, morphology, reproduction and ecology of the flowering plants. Field work of great importance. Herbarium and note book essential. Two recitations and one double period either in the laboratory or in the field per week. Credit three semester hours.

Science 106. Botany 2. This course will include a study of the non-flowering plants such as the ferns, mosses, lichens, liverworts, algae, fungi, bacteria, and plant diseases. There will be two recitations and one double period per week. Credit three semester hours.

Science 107a. Zoology 1. This course will include a study of the structure, development, reproduction, habits, variation and uses of the invertebrate animals. Two recitations and two laboratory periods per week. Credit three hours.

Science 107b. Zoology 2. This course will include a study of the vertebrate animals in a similar manner to that mentioned above. Two recitations and one double laboratory period per week will be required. Credit three semester hours.

Science 108a. Nature Study 1. This course will include a study of the available material found in nature and in literature that may be used in the teaching of children from the elementary grades up.

Field work, trips, collections, excursions, and an intimate association with animal, plant and mineral world will be stressed. At least two lectures or recitatoins and one double period for field or laboratory will be required per week. Credit three semester hours.

Science 108b. Nature Study 2. This course will include a careful study of all the material necessary to work up type studies in nature and to carry on projects. Two recitations periods per week and one double period for field or laboratory work will be required. Credit three semester hours.

Science 109. Biology. This is a course in general biology, involving a study of typical forms of plant and animal life. As far as possible environmental material is used for laboratory study. The course aims to lead the student to form habits of accurate observation, clear thinking and logical conclusions. Attention is called to the great questions of life, the struggle for existence, the survival of the fittest, laws of heredity, influence of environment, and practical results of hybridization. Two recitations and one double laboratory period per week will be required. Credit three semester hours.

Science 110. Economic Geography. This course places the emphasis on the principles of commerce—concentration of industries, transportation, government and governmental activities of the commercial world. It is a study of the "world at work." Credit three semester hours.

Science 111. Geography of Europe. This course includes a regional study of the continent; a study of the leading countries; an interpretation of the geographic aspects of the World War; the new map of Europe, the geographic and national factors associated with the determination of new boundaries in Europe and European possessions. Credit three semester hours.

Science 112. Conservation of Natural Resources. This course will involve a study of the natural resources of the United States and the world; history of the exploitation of soils, forests, mineral resources, etc.; present movement to conserve natural resources; reclamation of arid and swamp lands; reduction of erosion; conservation of minerals and forests; present use and future possibilities of water power and inland navigation. Credit three semester hours.

Science 113. Geography of the United States and North America. This is a course for Freshmen. It is a review of Geography as taught in the Eighth Grade, and, also, stresses methods in teaching Geography in the Seventh and Eighth grades. Credit three semester hours.

Science 114. Geology 1. This course includes a study of structural Geology. Three recitations and one laboratory period per week are required. Credit three semester hours.

Science 115. Geology 2. This course will include a study of historical Geology. Three recitations and one laboratory period per week are required. Credit three semester hours.

Science 116. Geography of Asia. Credit three semester hours.

Science 117. Geography of Latin America. Credit three semester hours.

Science 118. Bacteriology. A study of micro-organisms and their relation to Human Welfare. Second semester. Science 109 prerequisite. Credit three semester hours.

Advanced Physiology 1. This course will include a study of the structure and composition of the tissues and organs of the human body. Two recitations and one double laboratory period per week. Credit three semester hours.

Advanced Physiology 2. This course will include a study of functions and care of the tissues and organs of the human body. Two recitations and one laboratory period per week. Credit three semester hours.

II. SPECIAL DEPARTMENTS

1. Art
2. Home Economics
3. Industrial Arts
4. Music
5. Physical Education

Department of Art

Miss Gibson Miss Boldrick

NORMAL SCHOOL COURSES

***Drawing 1.** Sufficient knowledge of the subject to enable the student to intelligently follow plans as suggested by Supervisors of Drawing, or which may be found in the various school magazines devoted to the subject, is the aim of this course which is as follows:

1. Development of the sense of color, direction, proportion and form.

2. Linear perspective. Drawing from geometrical forms, vases, etc. Also blackboard drawing in both crayon and charcoal.

3. One finished composition in which the knowledge of line and color acquired by the student during the term is practically applied, will be required. This will be in the form of a poster, or an illustrated booklet. Credit one-fourth unit.

*This course is a prerequisite for Art 103.

Drawing 2. Art Structure is the subject under consideration for this semester. This will include color theory, the principles of applied design, and the working out of original patterns for silks, tapestries, etc., from flower motifs. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Drawing 101. In this course we take up design, including picture study, lettering and the making of artistic cards. Subordination and rythmic repetition as the underlying principles of applied design and sketching in colors from nature complete the work of the semester. Credit two semester hours.

Drawing 102. Advanced perspective. The course includes:

1. The principles governing the appearance of concentric circles.

2. The principles governing the appearance of conical shaped objects.

3. The principles governing the appearance of curved objects—vases, pitchers, cups, etc.

4. The principles governing the appearance of attachments such as handles, spouts, etc.

5. Illustrative work in crayon and charcoal.

Credit two semester hours.

Drawing 103. "Historic Ornament" is studied with the purpose of adapting the styles to modern use. These include American, Indian, Egyptian, Greek, Gothic, Renaissance, Japanese and Chinese. Credit two semester hours.

Drawing 104. In this course, special attention is given to original work, much of which is done outside the classroom. Posters, advertisements and applied design to be used in commercial ways, will be made the basis of instruction for the course, and will include: Pattern, Decoration, Construction, Composition and Application. Credit three semester hours.

Art 105. Pottery. This is a course in building, coiling, glazing, and firing clay bodies. The student not only learns to make pieces by hand, but is also taught to use the potter's wheel. Credit two semester hours.

Art 106. Applied Art. The purpose of this course is to put to a practical use the theory and technique of the previous design courses. Color plates are made of each problem, then applied to such objects as parchment shades, wooden book-ends, silk scarfs, tin candy boxes, etc. Credit three hours.

Art 107. Art Appreciation. The purpose of this course is, primarily, to acquaint the pupil with the masterpieces of painting Credit three hours.

Department of Home Economics

Miss Dix Miss Burrier

NORMAL SCHOOL COURSES

Home Economics 1. Clothing. The subject matter of this course will include hand and machine sewing and the construction of simple undergarments. Credit one-half unit.

Home Economics 2. Food Study. This is a study of the fundamentals underlying food preparation. Credit one-half unit.

Home Economics 3. Dressmaking. Simple cotton and linen and tub silk dresses are made. Prerequisite: Home Economics 1. Credit one-half unit.

Home Economics 4. Meal Planning and Serving. This is a continuation of Home Economics 2. Credit one-half unit.

Home Economics 5. Textiles. A study of the leading textile materials is made. Simple home tests for adulteration, etc., are made. This also includes special treatments of textile materials in laundering. Credit one-half unit.

Home Economics 6. Household Management. A general course to cover various household problems, such as selection of wall coverings, drapes, furniture, etc., as well as the general management of the routine work of the household. Credit one-half unit.

COLLEGE COURSES

***Home Economics 101.** Food Preparation. This is a study of the chemical composition and the use of foods in the body. Also the fundamental principles of cooking. Prerequisite to 107. Credit three semester hours.

***Home Economics 102.** Elementary Garment Making. This is intended to give a foundation for all sewing. It deals principally with the construction of undergarments. Prerequisite to 103. Credit three semester hours.

***Home Economics 103.** Dressmaking. Cotton, silks, and wool materials are used in the making of dresses, skirts, and blouses. Prerequisite: Home Economics 102. Credit two semester hours.

Home Economics 104. Textiles. This deals with the selection and care of the various textile fibers. Credit two semester hours.

***Home Economics 105a.** Household Problems. Sanitation. A study of the plumbing, ventilation, and lighting of a house. Household pests and how to get rid of them. Credit two semester hours.

Home Economics 105b. Continuation of 105a. Interior decora-

tion and a study of the organization and equipment of households. Prerequisite: Art 101. Credit three semester hours.

Home Economics 106. Household Management. A study of the scientific and economical management of the home. Students perform home duties in the apartment. Records of time and expenditure are kept. Prerequisite: Home Economics 101, 102, 105a, 105b and 107. Credit five semester hours.

***Home Economics 107.** Meal Planning and Serving. Students plan and prepare meals in groups and later an individual planning and preparation is done. Prerequisite: Home Economics 101 and Science 103 and 104. Credit two semester hours.

Home Economics 108. Millinery. Construction work in buckram frames, covering frames, making of trimmings, renovation of velvets, etc. Prerequisite: Home Economics 102. Credit two semester hours.

Home Economics 109. Costume Designing. Study of historic costume, the effect of lines on the figure, designing, draping, and cutting without commercial patterns. Prerequisite: Home Economics 102-103 and Art 103. Credit three hours.

***Home Economics 110.** Dietetics. This course includes practice work in calculating one hundred caloric proteins of food; planning dietaries and special diets for sick. Prerequisite: Home Economics 101, 107, and Physical Education 101 and one year of Chemistry. Credit three semester hours.

Home Economics 111. Care of Children. A general study of infant nutrition and general home care of the child. Prerequisite: Home Economics 101, 107, and 110. Credit two semester hours.

Home Economics 112. Home Nursing. This course aims to teach girls how to meet emergencies in illness and how to take care of sick in the home. Such things as bed-making with a patient in the bed, simple things that can be made to make the patient more comfortable are taught. Prerequisite: Physical Education 101. Credit two semester hours.

Home Economics 114. Practice Teaching. This course follows Home Economics 112 and gives girls majoring in Home Economics an opportunity to teach under the directions of trained teachers. The number of hours of teaching is fixed by the head of the department. A minimum of one semester hour credit and a maximum of three semester hours credit is granted.

NOTE.—Courses required of all students majoring in Home Economics are starred.

Department of Industrial Arts

Mr. Deniston Mrs. Hume

The work in manual training is arranged, first, to aid those who must for some time to come teach both industrial art subjects and academic subjects in the grades or high schools of the state; second, to provide thorough preparation for students who desire to become special teachers, directors and supervisors of industrial art subjects; third, to furnish courses for students who desire to enrich the traditional lines of liberal study.

The required courses are planned for the first class, and for the second and third classes, subjects are offered for individual election.

The demand for competent teachers in the industrial art subjects exceeds the total supply of such teachers from all sources. In many localities teachers are sought who can teach both the manual training work and the common branches, and better salaries are offered for this class of teachers than for teachers who can teach the common branches only.

Students doing their major work in this department should begin shop work and mechanical drawing at the same time.

NORMAL SCHOOL COURSES

Manual Training 1. Elementary Bench Work. A course in elementary work involving problems which may be worked out in the intermediate grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Credit one-half unit.

Manual Training 2. Mechanical Drawing I. A beginner's course of secondary level involving the use of instruments, freehand lettering, geometrical problems, sketching, and simple orthographic projection. Credit one-half unit.

Manual Training 3. Advanced Bench Work. A continuation of Manual Training 1. Credit one-half unit.

Manual Training 4. Mechanical Drawing II. A continuation of Manual Training 2. Credit one-half unit.

TEACHERS COLLEGE COURSES

Manual Training 101. Elementary Mechanical Drawing. This course is for students who have never studied mechanical drawing. A time limit is set upon each drawing suitable for the average student. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, projection, inking, tracing and blue printing. Freehand sketches of problems are given to the student to make working drawings. Credit two semester hours.

Manual Training 102. Elementary Machine Drawing. A study is made of the principal forms of bolts, screw threads, nuts and conventions. The student secures his problems from perspectives with dimensions and tabular data and from sketches made from actual machine parts. Detail drawings in section, assembly drawing from details and details from assembly drawings will constitute the main body of the course. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 103. Elementary Architectural Drawing. A thorough study is made of conventions and symbols, methods of representation and drawing of various details. Particular attention is given to freehand architectural lettering and sketching. A set of plans for a small simple building is drawn by the class. Modern drafting methods are used. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 104. Elementary Cabinet Making. The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction upon details of construction, glueing, scraping, sanding, finishing, upholstering, and costs of materials. Credit three semester hours.

Manual Training 105. Advanced Cabinet Making and Mill Work. This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery and in methods of preventing accidents in operation. Work is required in the upkeep and care of tools and machinery. The practical work consists of: Making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber, finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisite: Elementary Cabinet Making. and Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 106a. Elementary Wood Turning This course deals with various methods in turning in hard and soft woods; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used. Speed for different types of stock, the various materials used in turning and turning as a trade, are also included. Prerequisite: Elementary Mechanical Drawing and Elementary Cabinet Making. Credit two semester hours.

Manual Training 106b. Advanced Wood Turning. A continuation of the elementary course in which the student designs his own

projects. The different types of lathes, logical arrangement in shop, management and the teaching of wood turning will receive special attention. Prerequisite: Elementary Wood Turning. Credit two semester hours.

Manual Training 107. Farm Mechanics. A course involving work in wood, metal and concrete, and includes the making of such projects in wood as work bench, wagon jack, single tree, evener, poultry appliances, and concrete forms; in concrete, one or two problems in plain and reinforced construction; in forgery, a series of projects adapted to farm use. A study is made of farm implements and repair of same. A drainage project will be worked out in full. Students of agriculture and those teaching in rural and county high schools will find this a profitable course. No prerequisite. Credit two semester hours.

Manual Training 108. Patternmaking. The patternmaking course takes up the technical details in a simple way. The student makes a number of exercises embracing the fundamentals of patternmaking. The actual work consists of bench and machine woodwork and wood turning. Instruction and demonstrations cover the use of machine and hand tools, application of patternmaking principles, methods of construction, methods of turning and methods of finishing the exercises. Advanced problems are assigned as soon as the student develops special ability. Prerequisite: Elementary Mechanical Drawing, Elementary Cabinet Making and Elementary Wood Turning. Credit two semester hours.

Manual Training 109. Special Course in Manual Training. This course is for teachers wishing to review some phase of the work or to make projects of an original design. The nature of the work will be decided upon by student and instructor. Prerequisites to be decided by the instructor. Credit one semester hour.

Manual Training 110. Method in Manual Training. This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school system, equipment, planning of courses, arrangement of shops, and methods of teaching will be given the student. For two year students only. Prerequisite, six hours' credit in Manual Training. Credit one semester hour.

Manual Training 111. Industrial Arts Design. The fundamental principles of constructive, decorative and pictorial art are studied. The problems given involve the practical application of these principles to the various articles made in other shop courses. Actual class room work is done in designing and rendering with pencil, pen and ink, and color. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 112. Cement Work. The aims of the course are to teach the fundamental principles involved in concrete construc-

tion, to make a set of forms and projects involving a knowledge of a variety of ways of making and finishing concrete. The proper care of the necessary tools and materials about the work will be taught. Prerequisite: Elementary Mechanical Drawing and Elementary Cabinet Making. Credit two semester hours.

Manual Training 113. Home Decoration. The course deals with the construction of the house, making convenient plans, location on the lot, landscaping and the principles of interior decoration. The treatment of backgrounds, furnishings and arrangements are considered. Prerequisite: Freehand drawing or Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 114. Industrial Education. A study will be made of the development and growth of the industrial movement in the United States, including the various types of schools, such as trade, continuation, part time, prevocational and vocational, and also trade and school surveys, state and federal legislation and regulation. Prerequisite: Open only to advanced students who present evidence of ability and fitness for supervisory work, or who have pursued two years' work in college. Credit, two semester hours.

Manual Training 115. Methods of Teaching Grade Work. This course covers all woodwork usually taught in grades five to eight, inclusive. It includes methods of presentation of projects, tools, and tool operations for each grade, elements of construction, and original models. This course must be completed before the student can enroll for practice teaching in the grades. Prerequisite: Six hours' credit in manual training. Credit two semester hours.

Handwork. Subjects covered in this course are paper and cardboard construction with some weaving and basketry, presented in such a way as to be of special value to teachers and supervisors of the lower grades. Information is given about equipment and supplies for this work.

The work in construction is arranged so that the exercises proceed from the simple to the complex. A large variety of different kinds of problems is worked out using the different kinds of common media. Suggestions are given for other problems.

Some time is devoted to discussions and consideration of methods of teaching. Students are shown how the work can be correlated with subjects taught in the grades. Credit one-fourth unit.

Department of Music.

NORMAL SCHOOL CLASSES

Music I. This class offers work along three principal lines; a study of the Theory of Music; practice of Music; the art of listening to Music. Students are made familiar with the marks of musical notation; key signatures; scales, metre; pitch names; use of piano keyboard; material to be taught in the grades and methods of presenting it. Credit ¼ unit.

Music I. This class offers work in advance of that done in Music I and is an elective in the Normal School course. Harmony, both elementary and some advanced work is presented, part singing; transposition; study of song analysis; triads; composition; harmonizing melodies; the practice work includes writing original melodies and harmonizing them; part singing and how introduced; study of the instruments of the Sympthony Orchestra. Credit ¼ unit.

TEACHERS COLLEGE CLASSES

Music 101. This class is intended for students who have had the customary musical training furnished by the average high school: marks of musical notation are studied; rules for writing music; major, minor and chromatic scales; transposition; chords; triads; study of great composers and their music; study of orchestral instruments; material for all grades; methods of teaching; two and three part songs. Credit two semester hours.

Music 102. This class does work in advance of Music 101 and is elective in the Teachers College course. Advanced study of the Theory of Music is taken up, elementary and advanced harmony; history of music and musicians; well known compositions; conducting the school glee club; the school orchestra; music as a socializing force, in the school and community. Material suitable for upper grades and high school; methods of presentation; the adolescent voice. Credit two semester hours.

Music 103. This class is intended for those grade and high school teachers who are planning to do departmental work or who wish to specialize in the teaching of music in a school in addition to their other school duties; methods of presenting theoretical points are discussed; texts to use for theory work; oral and written dictation; ear training; sight reading; ensemble; song material; operattas, cantatas, school musical programs, music festival; the monotone and non-singer; the adolescent voice. Credit two semester hours.

Music 104. The work of this class will be done in connection with the instructor who has charge of the music in the training school and

is designed for those who wish special training in public school music supervision. Opportunity for observation and a certain amount of practice teaching are offered. Credit 2 semester hours.

Music 105. Community singing, conducting community music. The community chorus. Students in this course will get practical experience in conducting singing. Credit 2 hours.

Music 106. Orchestra conducting. Instrumentation, Orchestration, organizing a school orchestra, financing orchestras and bands. Students in this course will get experience, where possible, in conducting orchestra practice. Credit 2 hours.

PIANO

This course in piano is arranged to admit pupils to any grade for which they are qualified. As all lessons are given individually it has not been considered advisable to adopt a complete course to be followed arbitrarily with every student. Only the general outline of the following course is adhered to, but it is given here in order that a student may determine his classification and have something definite to work from.

I. Training in correct position of the hand, independent finger action, legato and staccato touch; fundamentals of musical notation, ear training, studies in rhythm and simple scale forms. Studies selected from Kohler Op. 190; Streabbog Op. 63 and 64.

II. Oral technic and major scales. Kohler Op. 157 and 242; Brugmuller Op. 100; Easy Sonatinas by Clementi.

III. Hanon technic; major and minor scales; Duvernoy Op. 120; Bertini, Twelve Little Preludes and Pieces; Heller Op. 47; Sonatinas by Clementi and Kuhlou and simple pieces of the same grade.

IV. Hanon technic; major and minor scales; Czerny Op. 299; Heller Op. 45; Bach's Little Preludes and Fugues; Sonatas by Haydn and Mozart and pieces of the same grade.

V. Pischna technic; scales and arpeggios in all keys; Czerny Op. 299; Hasert Op. 50; Bach, two voice inventions; Sonatas by Mozart and Beethoven and composition by classic and modern composers.

VI. Pischna technic; scales and arpeggios in all keys; Czerny Op. 740; Cramer's Fifty Etudes; Bach, Three Part Inventions; Sonatas by Beethoven and compositions by classic and modern composers.

Department of Physical Education

Mr. Hembree Miss Lewis

NORMAL SCHOOL COURSES

Physical Education 1. The primary aim of this course is to prepare rural school teachers to teach the subject of public health, hygiene and sanitation. Some physiology is taught in this course as a background on which to build a proper knowledge of health. Play and gymnastics as a means of producing healthier children are given proper attention. Credit one-half unit.

Physical Education 2. In this course the teacher is taught many games; also, how to supervise and direct them. Physical exercise and its relation to the health of the individual receives major emphasis. Credit one-fourth unit.

Physical Education 3. Physiology and Hygiene. Credit one-half unit.

TEACHERS COLLEGE COURSES

Physical Education 100. (Girls.) Personal Hygiene.

Physical Education 101. Health, Hygiene and Sanitation. The aim of this course is to teach health, hygiene and sanitation. Some physiology is taught. Medical inspection, nature and transmission of diseases among school children, prevention of diseases, physical exercises, etc., are subjects dealt with in this course. Credit three semester hours.

Physical Education 102. Play. Text book work on the theory of play, lectures on the practical management of the playground, and demonstration and practice of games. The growth of the play movement in England, Germany, and the United States is followed, with the development of municipal playgrounds and social centers. On the practical side the following topics are treated: equipment, apparatus, courts, games, tournaments, festivals, efficiency tests, group athletics and manual constructive work. Credit two semester hours.

Physical Education 103. Physiology of Exercise. A text book course, supplemented by lectures and laboroatory work, on the physiology of the muscles, nerves, circulation and respiration, with especial relation to the effects of bodily exercise. Credit two semester hours.

Physical Education 104. (Girls.) Folk Dancing. Credit one hour.

Physical Education 104. (Boys.) Games and Recreation. Credit one hour.

Physical Education 105. History of Physical Education. A discussion of the gymnastics of the Greeks and the Romans, of the decline and revival of exercise and sports, the growth of our modern

system of physical training, the play movement, recent national and state legislation regarding physical education, is made in this course. Credit one semester hour.

Physical Education 106. German Gymnastics. This course includes running, tactics, free gymnastics (with and without apparatus), games, and methods of teaching. Credit three semester hours.

Physical Education 107. Swedish Gymnastics. This is a course in Swedish floor work, with special attention to the physical development of each individual student in the class. Credit one semester hour.

Physical Education 108. Football. Instruction is given each fall to about 50 men in the college game of football. A first team plays about seven or eight games with the teams of other colleges. The other men in the squad have the same instruction and practice daily on the field and can play on the teams that scrimmage against the regulars. Many men learn the game for purposes of coaching who are not physically fit to play in all phases of it. Credit one semester hour.

Physical Education 109. Basketball for Men. We usually have 50 or more men enrolled in basketball. A college team is selected and a second team, each playing a schedule of games with the teams of other institutions. Men not making these teams are organized into class teams and they play a tournament among themselves and with other local teams. Credit one semester hour.

Physical Education 110. Baseball. A large class is conducted in this sport, including a first team and several class teams. Effort is made to train all the men in the details of baserunning, batting, fielding, team play, signals, plays and rules. Credit one semester hour.

Physical Education 111. Track and Field Sports. A track team meets the teams of other colleges in dual contests, and class contests are carried on among the men who are not on the team. Special instruction is given in the details of running, hurdling, jumping, starting, putting the shot and vaulting. Credit one semester hour.

Physical Education 112. Basketball for Women. This class is offered for a limited number of students who wish to learn to coach the game, as well as for those who wish to enter it in order to try to make the varsity team. The class meets for four hours each week. Credit one semester hour.

Physical Education 113. Community Recreation. This course is intended to prepare students to direct the recreation of a community. An attempt will be made to determine what games and sports interest young people. Members of this class assist in conducting the Friday evening games in the gymnasium. Credit one semester hour.

Physical Education 114.

Physical Education 115. Girl Scouting.

Alumni

CLASS 1907

Bailye, Eva ..... Harrodsburg
Jeffers, Jennie ..... Greenville
Mason, Mabel ..... Richmond
Rice, Alma R. ..... Richmond
Sullivan, Hattie M. .. Williamsburg

CLASS 1908

Abner, Jas. R. ..... Barbourville
Dale, C. S. ..... Epworth
Daniel, William E. ..... Red Bush
Davis, Ruth W. ..... Carlisle
Gaines, Alberta ..... Bullitsville
Gray, Caroline M. ..... Williamstown
Morris, Emma Russell ..... Barbourville
Sullivan, Flora J. ..... Williamsburg
Ward, W. B. ..... Inez
Womack, Alma ..... Oldtown

CLASS 1909

Anderson, Leslie ..... Stanford
Chandler, S. B. ..... Sip
Davis, H. L. ..... Ashland
Fallis, O. B. ..... Danville
Gifford, C. H. ..... Sardis
Holbrook, C. S. ..... Red Bush
Jones, J. C. ..... Barbourville
Morgan, Elizabeth W. ..... LaGrange
Pettus, Ila ..... Lancaster
Scott, Cathryn V. ..... Richmond
Starns, D. H. ..... Williamstown

CLASS 1910

Baker, Clyda ..... Hazard
Baker, Eunice ..... Hazard
Bergmeyer, Gretchen ..... Dayton
Boothe, I. H. ..... Richmond
Bradford, H. T. ..... Brooksville
Brooks, David ..... River
Campbell, J. B. ..... Barbourville
Caudill, W. M. ..... Hollybush
Colyer, Mary Lee ..... Richmond
Cox, Lula ..... Junction City
Culton, T. B. ..... Crab Orchard
Cundiff, E. F. ..... Somerset
Davis, Allen ..... Freestone
Davis, James S. ..... Dickman
Farley, Lela ..... Rockhold
Evans, Mattie ..... Plummer's Landing
Ferguson, Burdeaux ..... Winchester
Ferguson, R. C. ..... Fannin
Gragg, Everett ..... Somerset
Greenleaf, Van ..... Richmond
Hamilton, Geo. D. ..... Stout, O.
Houchins, Jennie ..... Vanarsdall
Hughes, Bessie ..... Edenton
Hylton, Cora ..... Cody
Irvine, J. S. ..... Science Hill
Jones, O. V. ..... Owenton
Long, Agnes ..... Harrodsburg
Lander, Alice E. ..... Richmond
McDougle, Ivan E. ..... Richmond
McHargue, Sue B. ..... London
Maynard, James G. ..... Catlettsburg
Moneyhan, Edith ..... Augusta
Moneyhan, Edna ..... Augusta
Morgan, Libbie ..... Libbie
Mullikin, O. L. ..... Sardis
Neace, John G. ..... Booneville
Prose, Bertha ..... Irad
Qualls, Webster ..... Olive Hill
Richardson, Edgar ..... Science Hill
Roling, Lena Gertrude ..... Richmond
Sasser, Mrs. Alice ..... Tuttle
Scott, Elizabeth ..... Helena, Ark.
Scoville, Elizabeth ..... Atlanta
Sharon, Lowell ..... Richmond
Sheriff, Robert ..... Owenton
Tartar, Gertrude ..... Cains Store
Taylor, Eva ..... Somerset
Tye, J. J. ..... Barbourville
Webb, Arnold ..... Blairs Mill
White, Catherine ..... Richmond

CLASS 1911

Alcorn, Nora ..... Greenwood
Arnold, Sue V. ..... Wheatley
Amburgy, Maryland D. ..... Amelia
Buchanan, Lelia Gore ..... Middlesboro
Brammar, John C. ..... Susie
Carter, Frank M. ..... Flora
Dyche, Emily Byers ..... London
Dodson, Flora ..... Monticello
Elmore, Mary ..... Lancaster
Everage, Mary ..... Hindman
Faulkner, Garnet ..... Catlettsburg
Huffaker, Leona ..... Lawrenceburg
Jackson, Sadie Rea ..... Catlettsburg
Luttrell, Paul ..... Tackets Mill
Moore, George Mansfield ..... Corbin
Meece, Virgil Franklin ..... Somerset
Pettus, Mary Rebecca ..... Stanford
Parard, Marie Josephe ..... Ashland
Pollitt, Clara Edna ..... Middlesboro
Roberts, Bryon Mason ..... Wheatley
Reed, Everett Hampton ..... Mayslick
Reid, Homer Lloyd ..... Somerset
Schwartz, Kathryn A. ..... Covington
Tinder, Delia ..... Lancaster
Ward, Sarah Ellen ..... Paintsville
Walker, Fay Rowlett ..... Owenton

CLASS 1912

Chambers, Jay Lea ..... Kensee
Daniels, Flora B. ..... Catlettsburg
Ewen, Mabe Russell ..... Stanton
Glass, Fannie ..... Booneville
Gullett, Will Press ..... Cannel City
Hamilton, Anna Laurie ..... Richmond
Jordan, Victor A. ..... Barbourville
Johnson, Sheila ..... Fort Thomas
Morgan, Arvon T. ..... Owenton
Kelley, Nora Starke ..... Euclid
Kelley, Sara Maude ..... Euclid
Lester, Lena Elizabeth ..... Tuscola
McNutt, M. H. ..... Bradford
Morriss, Marian Allen ..... Warsaw
Mathias, Anna ..... Carlisle
Rayburn, Maude Mae ..... Emerson
Rich, Ada ..... Lancaster
Schirmer, Margaret Elizabeth ..... Ghent
Thurman, Ninnie B. ..... Nashtown
Trent, Ada ..... Lawrenceburg
Vaught, Allie A. ..... Somerset

CLASS 1913

Amburgy, L. M. ..... Hindman
Ballard, May ..... Richmond
Bertram, Elizabeth ..... Valley
Bogie, Annie Miller ..... Richmond
Boothe, John E. ..... Richmond
Brock, Marie ..... London
Broaddus, Kavanaugh ..... Richmond
Bryant, Ben ..... Corbin
Caywood, James ..... Wedonia
Cox, Ella K. ..... Concord
Covington, Mary Q. ..... Richmond
Crowder, Mabel ..... Lawrenceburg
Day, James ..... Caney
Day, Angella ..... Hunnewell
DeLong, H. G. ..... Inez
Dempsey, Corrine ..... Inez
Floyd, Mary ..... Somerset
George, Edythe ..... Covedale
Gould, Willie ..... Vincent
Hale, Mahala ..... Gray
Haley, C. F. ..... Brooksville
Harris, O. H. ..... Hale
Hendren, Allie Elizabeth
Lancaster
Henry, Elizabeth B. ..... Lexington
Johnson, Fannie ..... Paintsville
Johnston, Nell ..... Nicholasville
Kennard, Albert ..... Augusta
Lake, Alma ..... Berea
Laubisch, O. A. ..... DeMossville
Lewis, W. H. ..... Blaze
Lutes, S. B. ..... Beattyville
McCarty, Anna Mary ..... Butler
McDougle, Miree ..... Richmond
Messman, Margaret ..... Dayton
Mills, Howard H. ..... Kenton
Oldham, Emma ..... Richmond
Osenton, Mabel ..... Greenup
Quillen, Marie ..... Heidelburg
Remy, P. D. ..... Lowder
Scoville, Magnolia ..... London
Smith, May ..... Troublesome
Sporing, T. B. ..... California
Stidham, C. B. ..... Beattyville
Stigall, Dumont ..... Somerset
Taylor, Eddie ..... Burnside
Taylor, Emma ..... Burnside
Thomson, Henrietta ..... Frankfort
Williams, E. W. ..... Island City
Ware, Daisy Lynn ..... Somerset

CLASS 1914

Akin, Paris B. ..... Burlington
Ammermann, Mary Jane
Cynthiana
Ballard, Leonard H. ..... Valley View
Bertram, Anna L. ..... Valley
Bowman, Daphne H. ..... Richmond
Brown, Fannie May
N. Middletown
Caldwell, Leander Cox
Catlettsburg
Calico, Zula Elizabeth ..... McCreary
Coons, Nellie ..... Lexington
Clark, L. A. ..... South Fork
Clark, Emsy ..... Odds
Cornelison, Lula McKee ..... Richmond
Chrisman, J. Warren ..... Covington
Davidson, Perry ..... Oneida
Dempsey, Evelyn ..... Inez
Deatherage, Willie Mae ..... Richmond
Dodsworth, Vivian May
Cold Springs
Donahue, Anna M. ..... Danville
Doty, Mary ..... Richmond
Early, Beulah Newman ..... Rockhold
Early, Lena Agnes ..... Corbin
Gilmore, Charles M. ..... Ringo's Mills
Gordon, Anna Elizabeth ..... Wilmore
Gray, Mary Frances ..... Harrodsburg
Hacker, Isaac ..... Buena Vista
Harmon, Ella Maude ..... Brumfield
Hale, Lule ..... Hindman
Hayden, Maude Frances ..... Richmond
Hemlepp, Emma Theresa ..... Ashland
Horine, Elizabeth ..... Nicholasville
Houchins, Ollie Mae ..... Harrodsburg
Johnson, Rowena ..... Harrodsburg
Kirk, Herschel R. ..... Irvington
Lipps, Matie Louise ..... Houstonville
Martin, Margarette ..... Carlisle
McWhorter, Stella Mae ..... Paint Lick
Myers, Nacy Bourne ..... Richmond
Plummer, Nancy K.
Stamping Ground
Price, Florence Ethel ..... Cottonburg
Price, Hobart V. ..... Cottonburg
Price, Odessa Blaine ..... Cottonburg
Rankin, Edna Mae ..... Monticello
Redwine, Marcus C. ..... Sandy Hook
Rice, Linnie M. ..... Sumpter
Ross, Mary E. ..... Sharon
Sams, Eva Edith ..... Georgetown
Scoville, Hallie May ..... London
Scrivner, Ruth ..... Richmond
Seitz, Florris ..... West Liberty
Skinner, Thomas W. ..... Buena Vista
Smallwood, Enoch ..... Dorton
Thompson, Stella E. ..... Primrose
Tipton, Pressly H. ..... London
Turner, Ervine ..... Canoe
Vories, Emma DeWitt ..... Sparta
Walsh, Lula ..... West Liberty
Williams, B. M. ..... Pineville
Whaley, Nancy Myers
Millersburg
Williams, John L. ..... Pineville

CLASS 1915

Barnette, Rebecca Jayne ..... Somerset
Bowan, Betsy ..... Bowen
Cook, Leland ..... Dema
Crawford, Albert B. ..... Rose Hill
Duffy, Cornelia Read ..... Cynthiana
Evans, Mollie T. ..... Nicholasville
Farley, Minnie Elizabeth
Richmond
Galey, Ida Mae ..... Kirksville
Gilbert, Ellyn Christena ..... Richmond
Goodman, Keener C. ..... Ashland
Harris, Lelia J. ..... Richmond
Hampton, Daisy ..... Corinth
Hickok, Katherine ..... Covington
Holliday, Surrilda ..... Stacy
Hearne, Hanna Jane ..... Richmond
Huguely, Henry Wood ..... Richmond
Lamb, Naomi N. ..... Campbell
Land, Ettabelle ..... Shelbyville, Ind.
Liles, Ella ..... Tannery
Liles, Eva ..... Tannery
Lutes, Maude Alma ..... Primrose
Maupin, Ama Dillingham ..... Moberly
McComis, Madge Mae
Catlettsburg
Moyers, Fannie ..... Berea
Phillips, Rebekah A.
Liberty Road
Richie, William ..... Fristie
Smith, C. E. ..... Yale
Vogel, Clara Louise ..... Newport
Wade, Saline ..... Bagdad

Walker, Belle McM...Lawrenceburg
Ward, Forest ....Sharpsburg
White, Bess ....Richmond
Watkins, Alice E. ....London
Yates, Margaret M. ....Kingston

CLASS 1916

Adams, Louise Rhorer ....London
Akers, Ezra ....Printer
Asher, James J. ....Hyden
Bates, Joseph B. ....Kite
Bennette, Verna ....Wilmore
Blackburn, Lena ....Covington
Brady, Maud Evelyn ....Greenup
Bedford, Emma Chanslor
Lexington
Baker, Emma Beryl ....Richmond
Cain, Oliver Walter ....Bradley
Cubbage, Ann Mary ....Owenton
Dietrich, Lois ....Winchester
Downard, Mary Elizabeth..Sunrise
Dobrowsky, Rose ....Richmond
Early, Nellie Katherine ....Corbin
Gibson, Ellen Christena..Lexington
Goldenberg, Carrie ....Vanceburg
Hays, Willie ....Hindman
Hoskins, Ruth Gibson ....Pineville
Jones, Brilla ....London
Kelly, Robert Lee ....Elic
Knox, Lilly Ulah ....Rosslyn
Lancaster, Jennie Mae ....Ghent
Lutes, Lloyd Hardin ....Paint Lick
Little, Robert E ....Moore's Creek
McClure, Bernice ....Mt. Sterling
McWhorter, Howard R. ....Ashland
Monahon, Harry F....Germantown
Lawson, Nan Wood ....Lot
Morgan, Ida ....Slickford
Merritt, Ethel ....Elkin
Mills, L. H. ....Barbourville
Mason, Matilda ....Shelbyville
Mills, S. A. ....Hammon
Nichol, L. DeGarmo ....Springdale
Noe, Fannie ....Paint Lick
Noland, Miriam ....Richmond
O'Brien, Betty ....Covington
Rucker, Lucile ....Ludlow
Ramsey, Alice ....Winchester
Roland, Laura Beatrice ....Dodge
Ruby, Golden ....Frankfort
Rucker, J. G. ....Catlettsburg
Shearer, Mollie ....Monticello
Shearer, James R. ....Hindalgo
Shearer, Lee ....Hindalgo
Stone, Stella Hubble ....Somerset
Sturgill, Norah Marie ....Hindman
Spurlock, Eugene ....Kirksville
Smith, Joshua ....Ary
Smith, Prudence Allen ....Dwarf
Stone, Lucile ....Burgin
Turpin, Mary Kathryn
High Bridge
Thomas, Albrow B. ....Hindman
Taylor, Hiram H. ....Spider
Waters, Virginia Henshaw..Goshen
Wilson, Lela Frances ....Levee
Williams, Mrs. John L....Pineville
Wills, Omar Robbins....Covington

CLASS 1917

Adams, Mattie ....Sharpsburg
Allman, Carrie A. ....Richmond
Boothe, Gertrude ....Carlisle
Baughman, Sadie S....Hustonville
Bourne, Mayme ....Nicholasville
Bridges, Olla Ray....Stamp. Ground
Bronston, Jamie ....Richmond
Brophy, Mary Irene ....Jackson
Burton, Marietta E. ....Danville
Carter, Va. Watts ....Lancaster
Carpenter, Katie D....Harrodsburg
Champion, Ebon ....Lawrenceburg
Chandler, Eda S. ....Owingsville
Clere, Easter L. ....Catlettsburg
Cochran, Avonia ....Berry
Coffey, Rena ....Danville
Cooper, Anna E. ....Bradford
Crowe, Lina B. ....Paris
Crowe, Ida M. ....Paris
Dalton, Lora I. ....Zula
Demmin, Lillian W. ....Covington
Dilgard, Louise ....Ashland
Dotson, J. E. ....Coleman
Ernest, Viola M. ....Covington
Ewen, Mayme ....Winchester
Falin, Winnie ....Burr
Faris, Macie ....Richmond
Galbraith, McClellan ....Foster
Gilkerson, Florence ....Winchester
Gillespie, C. G. ....Yale
Goldenburg, Mary G....Vanceburg
Harris, Mattie B. ....Nicholasville
Haughaboo, Susan ....Maysville
Hedden, Daphne M...Lawrenceburg
Heflin, Frances I....Winchester
Heflin, Serena ....Winchester
Henry, Evelyn Price..Harrodsburg
Hill, Emery D. ....Germantown
Hord, Anna M. ....Richmond
Hubbard, Dillard ....Crane Nest
Jones, Carrie B. ....Hindman
Kenny, Katherine B. ....Paris
Keyser, Sarah E. ....Vanceburg
Lambert, Linwood K. ....Rush
Lyon, Rachel C. ....Hustonville
Marrs, Grace A. ....Prestonsburg
Martin, Frances ....Waddy
Martin, Lloyd L. ....Crab Orchard
McKee, Miriam ....Lawrenceburg
McKee, Martha Y. ....Richmond
Moore, William ....Booneville
Morgan, Luther Franklin..Caution
Murphy, Alfred L. ....Strunk
Nolan, Stella ....Poor Fork
Parard, Katherine ....Ashland
Parker, Ruth R. ....Ghent
Patrick, A. Hester ....Carlisle
Pery, Bernard I. ....Butler
Pratt, Sara Mildred....Catlettsburg
Prather, A. P. ....Mt. Olivet
Roach, Dora E. ....Lawrenceburg
Robertson, Imogen ....Augusta
Rowland, Clayton ....Scoville
Saunders, Jean ....Bronston
Schoenfeld, Effie ....Richmond
Searcy, Mary S. ....Lawrenceburg
Slack, Ida Mae ....Dover
Sloan, Myrtle ....Eubank
Smith, Katie B. ....Richmond
Smith, H. Woodson....Barbourville
Sword, Adeline H. ....Crystal
Tibbals, Sarah ....Somerset
Trimble, Kathleen ....Somerset
Vickery, J. E. ....Bethesda
Vories, Marion H...Campbellsville
Walker, Ellen ....Richmond
Webb, Dermont G. ....Nancy
Winn, Grace ....Witt
Yeager, Carroll N....Thealka

CLASS 1918

Burdett, Sallie S. ....Stanford
Boudinot, Nancy ....Frankfort
Brown, M. C. ....Lawrenceburg

Boyer, Mary L.....Campbellsburg
Boyer, Martha K.....Campbellsburg
Cox, Caroline Lee .....Ford
Cloyd, Pearl M. .....Corbin
Cobb, Pluma .....Owenton
Cotton, Beulah M. .....Richmond
Chalkey, Mary Lillian....Covington
Chapman, Mollie V. .....Quicksand
Duncan, Priscilla Primrose....Sinai
Evans, Nora Lee .....Nicholasville
Everett, Grace A. .....Covington
Garrett, Mabel Cree .....Trinity
Gregory, Anna Lee .....Frankfort
Gentry, Minnie W. .....Spiro
Horn, Ama V. .....Harrodsburg
Miller, Maud M. .....Nicholasville
Morton, Mabel .....Waddy
Miracle, James T. .....Monticello
Montgomery, Mrs. L. H...Pineville
Ogg, Nina Rachel .....Dillon, Mo.
Sanford, Carol Hudson..Covington
Scott, Amelia Jane....Nicholasville
Shearer, Nancy William
Red House
Steele, Flora C. .....Frankfort
Trammel, Ella May .....Pine Knot
Taphorn, Mary Martha..Covington
Wilson, Huldah .....Midway
Webb, Bennie M. .....Ashland
York, Lottie Alice.....Vanceburg

CLASS 1919

Ballinger, Lucy .....Barbourville
Burchett, Minnie .....Louisa
Champion, Lois .....Lawrenceburg
Greathouse, Stella .....Keene
Gudgel, Mary F. .....Frankfort
Hacker, Mrs. Mary .....Major
Harlow, Lora Mae .....Bagdad
Miller, Nina .....Harrodsburg
Mills, Otto .....Flat Lick
McDonald, Linnie .....Ghent
Pettey, Alice L. .....Richmond
Powell, Rachel Mae .....Lancaster
Rankin, Maggie Lou.....Lancaster
Scrivner, Pearl .....Station Camp
Shelton, Mrs. Nancy....White Hall
Sothard, Mary .....Middlesboro
Thomason, Christine
N. Middletown
Whaley, Lettie S.....Flemingsburg

CLASS 1920

Binder, Josephine .....Kenton
Campbell, Elizabeth R.....Myers
Coates, Mabel Ruth .....Richmond
Calebs, Mrs. Dora .....Lancaster
Collette, Gertrude M. .....Berea
Capps, Mary D. .....Bethel
Clubb, Mary Isabelle..Pleasureville
Calico, Mamie .....Richmond
Duncan, Archie Cosby....Richmond
Driggs, Mabel Loud .....Covington
Gibson, Henry H.....Mayking
Hopkins, Maggie .....Carlisle
Hughes, Sibyl .....Pleasureville
Jefferson, Elizabeth .....Mayslick
Jett, Laura V. .....Winchester
Jones, Lillian B.....Williamsburg
Moore, Bessie May....Nicholasville
Meeks, Eugenia .....Waddy
Montgomery, Sudie F. .....Paris
Moss, Georgia .....Stanford
Neal, Martha Maye .....Mt. Olivet
Reed, Curtis .....Elise
Risk, Louisa .....Richmond
Stroker, Lelia E. .....Bethlehem
Tyng, Mrs. Gladys .....Richmond
Tilton, Jessie Lee .....Lexington
Teater, Maude .....Cox Creek
Thomason, Louvenia
N. Middletown
Templeton, Lona M. .....Moberly
Warren, Sudie T. .....Franklin, O.
Williams, Lorena .....Louisville
Williams, Martha E. .....Florence

CLASS 1921

Adams, Mrs. Eliz. Cain.....Falcon
Bisceglia, Barbara .....Middlesboro
Baker, Myrtle Lee .....Salvisa
Browning, Grace .....Falmouth
Coates, Rowena .....Richmond
Clifton, Louis .....Dry Ridge
Covington, Hester Louise
Richmond
Dickerson, Lily B. .....Simpson
Dettwiller, Daisy D.
N. Middletown
Fincel, Clara Jane .....Frankfort
Floyd, Marie ....West Point, Miss.
Fouch, T. E. .....Elliottsville
Gilvan, Bessie H. .....Bethel
Griffin, Myrtle G. .....St. Helens
Hawkins, Nannie Belle
Lawrenceburg
Huddleston, Patty Genevieve
Middlesboro
Jewell, James William
Burning Springs
Johnson, Ruth .....Harrodsburg
Lackey, Mary Elizabeth .....Berea
Long, Mildred May .....Quicksand
McCollum, Mrs. Emma
Travelers Rest
McKinney, Mary F.....Richmond
Monson, Sadie B. .....Cynthiana
Mullich, Anita .....Dayton
Reynolds, Maggie.....Nicholasville
Rigney, Ella .....Hustonville
Roberts, Delaine .....Mintonville
Schormann, Huldah .....Ashland
Stipp, Maye .....Winchester
Story, Virginia .....Ashland
Turley, Amy D. .....Richmond
Watts, Ovie .....Harrodsburg
Watts, Elsie .....Harrodsburg
Walker, Lula Kern .....Perryville
Yates, Emma Irene .....Covington

CLASS 1922

Adams, Eunie Mae .....Union
Adams, Kerney Milner
Whitesburg
Bell, Martha White..Lawrenceburg
Broaddus, Ruth Marie.....Lancaster
Bryant, Beulah .....Middlesboro
Calico, Mattie .....Richmond
Clark, Julia .....Paris
Clark, Myrtle Marie .....Mt. Olivet
Coates, Lana Martine ....Richmond
Colyer, Adaline .....Mt. Olivet
Combs, Bradley .....Whitesburg
Congleton, Mrs. Conley..Richmond
Crook, Margaret .....Lawrenceburg
Dettwiller, Josephine Clendenin
North Middletown
Farmer, Edna Southard
Middlesboro
Foster, Ray Pirtle .....Marion
Fox, Amelia Elizabeth ....Danville
Gentry, Sara Martin .....Richmond
Gillispie, Mildred Ellen
North Middletown

Griggs, Mary Erle ..... Union City
Hall, Maye Edith ..... Pleasureville
Harlow, Pauline ..... Bagdad
Hart, Ethel E. ..... Maysville
Hayes, Alma ..... Olive Hill
Higgins, Herbert Talmage.. Pulaski
Hisle, Virginia Walker.. Richmond
Jones, Mary Joseph ..... Richmond
Latimer, Genia Ruth
Junction City
Little, Daniel Boone..... Paint Lick
McDaniel, Mamie Clay
North Middletown
Moser, Walter Bryan.... Middleburg
Owen, Naomi Woodson..... London
Owens, Mary Alma.. Mitchellsburg
Pendleton, Mattie E.... Heidelburg
Perkins, Alice McGinnis
Williamsburg
Rice, Zelia ..... Richmond
Rush, Paul Moore.. Shepherdsville
Samuels, Eloise ..... Richmond
Sandin, Christine ..... Richmond
Scott, Virgil B. ..... Butler
Smith, Anna May ..... Wasioto
Snyder, Bertha J.... Williamsburg
Soper, Ora Allen ..... Nicholasville
Strother, Carolyn Lucille
Campbellsburg
Taylor, Willard Cowan..... Augusta
Tucker, Gladys L. ..... Parksville
Turley, Margaret ..... Richmnod
Tyree, Ralph B. ..... Rice Station
Vosloh, Helen ..... Muncie, Ind.
Warner, Hattie C. .... Nicholasville
Watterfill, Mary Louise
Lawrenceburg
White, Joseph J. ..... Hustonville
Willoughby, Hortense .... Richmond

CLASS 1923

Acra, C. S. ..... Florence
Akens, C. N. ..... Portis, Kansas
Allan, Alberta Clore ..... Lagrange
Allan, Charlotte Ruth..... Lagrange
Allan, Cordie Grace ..... Lagrange
Arnett, Edgar ..... Hendricks
Arthur, Alva ..... Catlettsburg
Boggs, Edith ..... Olive Hill
Botts, Josephine Chenault
Mt. Sterling
Campbell, G. W. ..... Walden
Carter, Margaret Ann
Flemingsburg
Clark, Della May ..... Mt. Sterling
Cochran, Lutie D. ..... Covington
Cochran, Mayme ..... Levee
Covington, J. Coleman.... Richmond
Cox, Ellen ..... Cynthiana
Cralle, Myrtle Marguerite
Covington
Davis, Edna ..... Nicholasville
Deatherage, Valinda ..... Richmond
Denny, Sam J. ..... Betsy
Desha, Sarah Snell ..... Cynthiana
Duckworth, Lucy M. .... Cynthiana
Dunaway, William Dailey
Beattyville
Dunbar, Verna ..... Union City
Duncan, Mrs. Mae Kenney
Lexington
Elam, E. E. ..... Hyden
Elliott, Cecile ..... Frankfort
Goggin, Ruth Esther..... Danville
Hansen, Eliza ..... Boyd
Hill, N. M. ..... Williamsburg
Hord, Laura Frances ..... Richmond
Hord, Ollie ..... Richmond
Hutchinson, Sarah ..... Richmond
James, Virginia Tevis.... Richmond
Jasper, Elizabeth ..... Somerset
Jayne, John ..... Richmond
Kalusy, Alice Mae ..... Eminence
Karrick, Louticia ..... Salt Lick
Kirk, Elsa Frances.... Pewee Valley
Lane, Margaret ..... Richmond
Leathers, Hettie Marie ..... Sinai
Liles, Lowell ..... Vanceburg
Lutes, Esther Florence.... Primrose
Martin, Susan Mary ..... Waddy
Martin, Tabitha ..... Stanford
Moss, Anna Britton ..... Stanford
Owens, Bess Alice ..... Pikeville
Owens, Thelma ..... Moreland
Parks, Anna Lee ..... Richmond
Pollitt, Ethel ..... Covington
Prewitt, John W. ..... Georgetown
Price, Lelia Myrtle ..... Richmond
Proctor, Roy Estes ..... Owenton
Ramsey, Jennie Elizabeth
Hustonville
Riley, Ruth ..... Covington
Risk, Margaret ..... Union City
Ross, Andrew J. ..... Richmond
Rouse, Carlos Raymond..... Butler
Sammons, Eugene ..... Greenup
Shearer, Isaac B. ..... Frazier
Shearer, Morton ..... Bethesda
Simpson, Capitola ..... Corinth
Smiser, Louise ..... Cynthiana
Smith, Gladys ..... Richmond
Steele, Ida McKinley.. Mt. Sterling
Stocker, Earle Rey..... Richmond
Stone, Fern ..... Paris
Taylor, Mrs. Ethel Tudor
Richmond
Telford, Josephine ..... Richmond
Templeton, Hobart ..... Hyden
Vice, Mabel Ruth ..... Moorefield
Vories, Marjorie .... Campbellsburg
Waits, Lucille Alline.... Cynthiana
Watson, Mrs. Bertie T.... Owenton
Watts, Audie ..... Harrodsburg
Wells, Lillian J. ..... Wilmore
Whaley, Margaret Katherine
Moorefield
Wilson, Maude ..... Kirksville
Wood, J. Herman ..... Pine Knot

CLASS 1924

Adams, Kearney ..... Lancaster
Aldridge, Irene Haseldon,
Lancaster
Arbuckle, Sarah Evans.... Richmond
Baker, Eula ..... Richmond
Barberick, Julia Ann,
Morning View
Bodkins, Callia Elliott.... Somerset
Bogie, Bernice ..... Richmond
Boyer, Willie ..... Campbellsburg
Bowman, Neal S. ..... Richmond
Burke, Vesta ..... Mt. Eden
Burns, Valeria Catherine,
VanArsdall
Bradshaw, Mary Stokes,
Monticello
Bryan, Robert Earl ..... Stanford
Campbell, Clara ..... Gray
Campbell, Ethel ..... Gray
Caudill, Mrs. Edith Rice.. Jeremiah
Clancy, Agnes Bertha ..... Carlisle
Cochran, Kathleen ..... Berry
Combs, Nora Mae ..... Turin
Cornelison, Myrtle ..... Richmond
Coughlin, Josephine.... Germantown

Crouch, Elizabeth Cecile, North Middletown
Day, Mary Vance ..... Somerset
Dearborn, Mae ..... Butler
Denney, Edwin R. ..... Monticello
Driggs, Eloise Polk ..... Covington
Ellis, Cecile Arthur ..... Maysville
Ellis, Henry L. ..... Houstonville
Estes, Bertha Mae ..... Science Hill
Evans, Ethel Lee ..... Davisburg
Fanning, Iva Mae ..... Salt Lick
Fields, Davis ..... Gander
Fox, Barnett Clifton ..... Winchester
Garrett, Martha Helen ..... Richmond
Goodpaster, Ella Jane ..... Salt Lick
Gray, Elvah Pearl ..... Christiansburg
Green, Flossie Mae ..... Danville
Hall, Helen Katherine, Pleasureville
Hance, Willie Brown ..... Glencoe
Harberson, Jane ..... Perryville
Harmon, Judson Spencer, Whitley City
Harmon, Lawrence Robert, Whitley City
Harrod, J. G. ..... Stanford
Harrod, Mrs. J. G. ..... Stanford
Hayden, Lunata ..... Richmond
Hiteman, Elsie Freda ..... Kenton
Hood, Claud M. ..... Elsie
Hord, Geneva J. ..... Richmond
Hoskins, Alma ..... Pineville
Hoskins, Alta ..... Pineville
Huff, Golda M. ..... Butler
Huffaker, Geneva ..... Lawrenceburg
Huguely, Anna Catherine, Richmond
James, Robbie ..... Richmon t
Jayne, Blanche ..... Morehead
Johnson, Bryan ..... Williamsburg
Jones, Mrs. John Spencer ..... Parkers
Jones, Katherine ..... Rankin
Kalusey, Virginia ..... Eminence
Karrick, Ethel Mae ..... Salt Lick
Kelch, Augusta E. ..... Dover
Kennedy, Blanche ..... Somerset
Kindred, Frances Dean ..... Winchester
Kunkle, Mable ..... Richmond
Lacefield, Archa Saunders, Harrodsburg
Lane, Florrie Overstreet, Richmond
Lane, Ruth R. ..... Buena Vista
Little, Fay Ward ..... Paint Lick
Lowe, Lela Mae ..... Mayslick
Lutes, Verna ..... Danville
Mackey, A. B. ..... Highway
Mainous, Clayton G. ..... Coupling
McCabe, Valeria ..... Sadiesville
McDaniel, Minerva Bedford, Cynthiana
McKinney, Georgia M. ..... Moberley
Million, Harriett B. ..... Richmond
Mobley, Jessie Y. ..... Hitchins
Moffett, Mary Catherine, Lawrenceburg
Moreland, Lee Rogers, Hamilton, Ohio
Newby, Emma ..... Richmond
Norton, Egbert, F. ..... Mt. Vernon
O'Neal, Anna Katherine ..... Ghent
Osborne, Lou Elsie ..... Mt. Sterling
Patrick, Grace ..... Carlisle
Pennington, Lacie Cecila, Ashland
Perkins, Edna ..... Williamsburg
Perkins, Ivy May ..... Frankfort
Pinnell, Clara Mae ..... Lagrange
Reeves, Anna Louise ..... Covington
Rice, Carolyn Y. ..... Richmond
Ricketts, Dorothy M. ..... Danville
Robinson, Grace Mae ..... Danville
Rominger, Virginia ..... Hope, Ind.
Routt, Virginia ..... Hustonville
Rowand, Clarice ..... Blake
Ruble, Sunbeam ..... Beuna Vista
Shepherd, Gladys Lucile, Mt. Olivet
Sine, Pauline ..... Butler
Smith, Eddie B. ..... Hindman
Smith, Gertrude ..... Hindman
Smith, Georgiana ..... Richmond
Smith, Ray E. ..... Butler
Smith, Margaret ..... Campbellsburg
Stapleton, Eula Leah ..... Ashland
Stocker, Bonnie Mae ..... Richmond
Stokes, Sue V. ..... Monticelo
Sudduth, Mary R. ..... Winchester
Swartz, Pauline ..... Mt. Olivet
Taulbee, Lillian Mae ..... Hazard
Taylor, Julian Holbrook ..... Owenton
Taylor, Riffie B. ..... Richmond
Terrill, Dorothy M. ..... Richmond
Ulery, Ethel ..... Owingsville
Urmston, Katherine Grace, Cynthiana
Waker, Blanche ..... Perryville
Webb, Lela ..... Burning Springs
Williams, Olive Rose ..... Wurtland
Williamson, June ..... Catlettsburg
Wilson, Ella Bond, King's Mountain
Wilson, Gertrude ..... Whitley City
Witham, Evelyn E. ..... Petersburg
Word, Carroll E. ..... Concord

A. B. DEGREE CLASS 1924-1925.

Laura Isabel Bennett, Richmond, Ky.
G. W. Campbell ..... Walden, Ky.
Mary I. Floyd ..... Somerset, Ky.
Benjamin Franklin Hart, Burning Springs, Ky.
Elizabeth Hume ..... Richmond, Ky.
J. E. Lane ..... Richmond, Ky.
Hettie M. Leathers ..... Sinai, Ky.
A. B. Mackey ..... Highway, Ky.
Mrs. Mary Lou Mattox, Richmond, Ky.
Elmer C. Mullins ..... Corbin, Ky.
Daniel Webster Qualls, Frankfort, Ky.
Morton Shearer ..... Bethesda, Ky.

LIFE CERTIFICATE CLASS
1924-1925

Kearney Adams ..... Lancaster, Ky.
Lillian Alexander ..... Paris, Ky.
Corinne Calvert Arthur, Maysville, Ky.
Wilma Ethyl Bare ..... Bedford, Ky.
Mimriel Louise Bare ..... Bedford, Ky.
Milward Beatty ..... Beattyville, Ky.
Elizabeth Bettis ..... Lancaster, Ky.
Irene Bentley ..... Lawrenceburg, Ky.
Sallie Joe Bodkins ..... Paris, Ky.
Arlie E. Boggs ..... Eolia, Ky.
Bertha B. Broaddus, Lancaster, Ky.
Nellie Frances Brewer, Gravel Switch, Ky.

Goldia Eliza Brown..Mt. Ash, Ky.
Willette R. Brown..Perryville, Ky.
Hattie M. Brumback,
Crittenden, Ky.
Melba W. Carter..Richmond, Ky.
Calma L. Case....Germantown, Ky.
William O. Chadwell,
Island City, Ky.
Lelia Blanche Chatfield,
Ashland, Ky.
Judith Katherine Clark,
Paris, Ky.
Rufus H. Click.....Richmond, Ky.
Anne M. Conrad.....Dry Ridge, Ky.
Effie Margaret Cook,
Nicholasville, Ky.
Alberta Lee Cooper,
Maysville, Ky.
Chloe Crockett.....Sardis, Ky.
Nora Mae Combs..Winchester, Ky.
Mary Elizabeth Cox....Burgin, Ky.
Anna Cunningham....Midway, Ky.
May Curtis.....Richmond, Ky.
Florence M. Cuppy....Dayton, Ky.
John L. Crisp.....Sandy Hook, Ky.
Eliza Scott Crutcher,
Nicholasville, Ky.
Roscoe Dalton.....Powersburg, Ky.
Mrs. Josephine Davis,
Cynthiana, Ky.
John C. Davis.....McKee, Ky.
Nellie Hart Davis....Stanford, Ky.
Mrs. Richard Davis,
Paint Lick, Ky.
Pauline Davis.....Hillsboro, Ky.
Roberta Dearborn.....Butler, Ky.
Bessie M. Devore..Worthville, Ky.
Milton Donnell.....Hutchinson, Ky.
Christine Duncan..Mt. Olivet, Ky.
Flo Fuson Evans.....Pineville, Ky.
Vivian C. Estes.....London, Ky.
Martha Rae Eversole,
Jackson, Ky.
Elizabeth E. Farmer,
Shelbyville, Ky.
Margaret Hazel Fincel,
Frankfort, Ky.
Clara Doty Fish,
Crab Orchard, Ky.
Maude Fluty.....Shelbyville, Ky.
Rayma Frazier,
Lawrenceburg, Ky.
Aileen R. Frye.....Waddy, Ky.
Lena Fuson.....Corbin, Ky.
Elizabeth Gibbs,
Lawrenceburg, Ky.
Lena Gibbs.....Lawrenceburg, Ky.
William Sawyer Gilbert,
Gibbs, Ky.
Elijah B. Hale.....Whitesburg, Ky.
Blaine Hoskins.....Richmond, Ky.
Sally M. Hensley.....Evarts, Ky.
Minnie Grace Harris,
Middle Creek, Ky.
Harriet Houghaboo,
Maysville, Ky.
James B. Holtzclaw,
Stanford, Ky.
Jessamine D. Jacobs,
Nicholasville, Ky.
Margaret Johnson.....Oldtown, Ky.
Martha Carroll Jones,
Parksville, Ky.
Marguerite Keane,
Junction City, Ky.
Genevieve C. Kinstler,
Alexandria, Ky.

Lena Koehler.....Mayslick, Ky.
Elizabeth C. King.....Wilmore, Ky.
Mildred M. Knox.....Bowen, Ky.
Elziabeth Koehler....Mayslick, Ky.
Mary Derstine Lake,
Springfield, Ky.
Fayette C. Laws....Perryville, Ky.
Mrs. Roxie K. Lemon,
Williamstown, Ky.
Phoebe Lutes.....Covington, Ky.
Abbye M. Lutes.....Primrose, Ky.
Elizabeth M. Manley,
Mayslick, Ky.
Katie Matherly..Harrodsburg, Ky.
Mellie Matherly,
Harrodsburg, Ky.
William R. Mayo,
Middle Creek, Ky.
Mabel McCollum.....Levi, Ky.
Christine C. McCoy,
Frankfort, Ky.
Clarence W. Marshall,
Campton, Ky.
Jewell Matherly,
Harrodsburg, Ky.
Mrs. Lillian E. Miller,
Blue Diamond, Ky.
Jennings F. Mills..Covington, Ky.
Lena Rivers Moberley....Bruin, Ky.
Edith Moores.....Waco, Ky.
Allie Ruth Moores,
Richmond, Ky.
Catherine R. Morgan,
Harrodsburg, Ky.
Nannie Morris..Whitley City, Ky.
Leonard Moore..Moores Creek, Ky.
Josephine Myers.....Moreland, Ky.
David H. Myers.....Rochester, Ky.
Mary Edna Neal.....Wilmore, Ky.
George A. Neikirk..Richmond, Ky.
Lurlene B. Newton....Switcher, Ky.
Effie Newby.....Richmond, Ky.
D. H. Norris.....Berry, Ky.
Elizabeth North.....Frankfort, Ky.
Ethel Owens....Mitchellsburg, Ky.
Roxie Ellen Osborne.....Dover, Ky.
Sarah Mae Pettus,
Crab Orchard, Ky.
C. P. Ramsey,
Burning Springs, Ky.
Alice Isabel Roach,
Richmond, Ky.
Bertha M. Rogers..Frankfort, Ky.
Elizabeth Reeves,
Middlesboro, Ky.
Rebecca Ross.....Oneida, Ky.
Henrietta A. Schirmer..Ghent, Ky.
S. K. Smallwood.....Eubank, Ky.
Jessie Sammons.....Louisa, Ky.
Doris E. Spillman,
Campbellsburg, Ky.
Lucille Shouse,
Lawrenceburg, Ky.
Hattie Lee Shelton.....Gatliff, Ky.
John O. Sims.....Jamestown, Ky.
Lora Shoemaker.....Airdale, Ky.
Lillie Mae Snyder.....Minerva, Ky.
Edna Julia Smith..Richmond, Ky.
Robert L. Smith.....Perkins, Ky.
Erby M. Spillman,
Campbellsburg, Ky.
Eva Smith.....Frankfort, Ky.
Vivian Irene Smith....Cropper, Ky.
Rena V. Steele....Mt. Sterling, Ky.
Frances J. Stone.....Danville, Ky.
Charlotte Stiles.....Mayslick, Ky.
Mary R. Sudduth..Winchester, Ky.

Oma Smith Soper.....Russell, Ky.
Alice Sutton.....Lancaster, Ky.
Ella Taliaferro.....Erlanger, Ky.
Lucille Thomas,
Lawrenceburg, Ky.
Elizabeth L. Tobin,
Harrodsburg, Ky.
Ishmael Triplett.....Lackey, Ky.
Willa Tyree.....Ashland, Ky.
Elbert Tye.....Harlan, Ky.
Minnie M. Vogt.....Buechel, Ky.
Lela S. Walker.....Saxton, Ky
Nellie Marie Watkins,
Augusta, Ky.
Stella Ward.....Paintsville, Ky.
Mabel Wasson.....Hazard, Ky.
John Brown Watts,
Richmond, Ky.
Marian T. Webber,
Shelbyville, Ky.

James V. Wert.....Covington, Ky.
Albert Wilson.....Richmond, Ky.
Edith Wilds.....Burgin, Ky.
Beulah Willoughby,
Richmond, Ky.
Beatrice Wilson.....Louisville, Ky.
P. J. White.....Harrodsburg, Ky.
Jennie Pearl Witham,
Cincinnati, Ohio
Lillian A. Womack..Ashland, Ky.
Lilly Mae Wyan.....London, Ky.
Mary Maupin Wyatt,
Mt. Sterling, Ky.
Katherine Yager....LaGrange, Ky.
Thomas Yager.....LaGrange, Ky.
Josephine Yates....Lexington, Ky.
Serena May Young,
Waynesburg, Ky.

CATALOG *of*

EASTERN KENTUCKY STATE NORMAL SCHOOL

and

TEACHERS COLLEGE

Richmond, Kentucky

1926

Announcement of Courses 1926-1927

A Professional School for Teachers

EASTERN KENTUCKY REVIEW

Vol. XX September, 1926 No. 1

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CALENDAR

1926

SEPTEMBER

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
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19	20	21	22	23	24	25
26	27	28	29	30	....	....
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OCTOBER

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DECEMBER

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1927

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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JULY

....	....	....	....	....	....	1	2
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17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31	....	....	....	....	....	....	

AUGUST

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	....	....	....

Calendar—1926-27

FIRST SEMESTER—18 WEEKS

Enrollment of students	Monday, Sept. 20, 1926
Class work begins	Tuesday, Sept. 21
Entrance examinations	September 20 and 21
Last classes before Christmas holidays.	
Holiday recess	Dec. 21 to Jan. 3, 1927
Class work resumes	January 3, 1927
First semester closes	Friday, January 28

SECOND SEMESTER—18 WEEKS

Enrollment of students	Monday, January 31, 1927
Class work begins	Tuesday, February 1
Entrance examinations	February 1 and 2
Mid-Semester opens	April 4, 1927
Class work begins	April 5
Commencement play	Thursday, May 26
Examinations for Advanced Certificate People and Full Graduates	Friday, June 3
President's reception to Senior Class	Friday, May 27, 8 to 11 p. m.

COMMENCEMENT WEEK

Annual sermon	Sunday, May 29, 7:30 p. m.
Class and Field Day	Monday, May 30
Examinations	Tuesday and Wednesday, May 31 and June 1
Last chapel conducted by Senior Class	Wednesday, June 1
Reception to the entire school	June 1, 7:30 to 10:30 p. m.
Presentation of Normal and College Elementary Certificates	Thusday, June 2, 10 a. m.
Alumni business meeting	Thursday, June 2
Alumni banquet	Thursday, June 2, 7:30 p. m.
Commencement	Friday, June 3. 10:00 a. m.

SUMMER SCHOOL—12 WEEKS

First Term (6 weeks)

Enrollment of students	Monday, June 6, 1927
Class work begins	Tuesday, June 7
Entrance examinations	June 6 and 7
First term of Summer School closes	Friday, July 15

Second Term (6 weeks)

Enrollment of students	Monday, July 18
Class work begins	Tuesday, July 19
Entrance examinations	July 18 and 19
Second term of Summer School closes	August 26, 1927

BOARD OF REGENTS

McHENRY RHOADS
State Superintendent of Public Instruction Ex-Officio Chairman

JUDGE J. W. CAMMACK, Owenton, Kentucky
Secretary of Board
Term Expires 1928

HON. C. F. WEAVER, Ashland, Kentucky
Term Expires 1928

HON. H. M. BROCK, Harlan, Kentucky
Term Expires 1930

HON. J. A. SULLIVAN, Richmond, Kentucky
Term Expires 1930

EXECUTIVE COMMITTEE

HON. J. A. SULLIVAN, Chairman HON. R. E. TURLEY, Secretary
HON. McHENRY RHOADS HON. H. M. BROCK
PRESIDENT T. J. COATES

NORMAL EXECUTIVE COUNCIL

HON. McHENRY RHOADS
Ex-Officio President of the Council

H. H. CHERRY,
President of Western Normal, Vice President of the Council

T. J. COATES
President of Eastern Normal, Secretary of the Council

The Faculty

THOMAS J. COATES, A. B. and A. M.,
President
HOMER E. COOPER, A. M. and Ph. D.,
Dean of the Faculty—Education
MARY KING BURRIER, B. S. and A. M.,
Home Economics
ISABEL BENNETT, A. B.,
Assistant Librarian
**CARA BOLDRICK
Graduate St. Catherine's Academy—Art
I. H. BOOTHE, B. Ped.,
Mathematics
ETHEL BOTTS, A. B.,
Mathematics
G. O. BRYANT, A. B.,
Mathematics
**PEARL BUCHANAN, A. B.,
Reading and Expression
VIRGIL E. BURNS, A. B.,
Education and History
C. E. CALDWELL, A. B. and A. M.,
Mathematics
JANE F. CAMPBELL, A. B.,
Piano
FALLEN CAMPBELL,
Field Agent
KATIE CARPENTER,
Rural Critic—Kavanaugh Principal
Graduate of Eastern—One year State University
A. B. CARTER, B. S. and A. M.,
Biology and Farm Manager
REX W. COX, B. S. and M. S.,
Agriculture
MRS. EMMA Y. CASE,
Critic Rural School
ROY B. CLARK, A. B. and A. M.,
English
*MEREDITH J. COX, A. B. and A. M.,
Chemistry and Biology
MRS. MARY B. DEANE, A. B.
Geography
NOBLE G. DENISTON, B. S.,
Industrial Arts

*On leave of absence for a year.
**On leave of absence for a semester.

RUTH DIX, B. S.,
Home Economics

J. T. DORRIS, A. B., A. M., Ph. D.,
Social Science

R. A. EDWARDS, A. B. and A. M.,
Director of the Training School

MARY FLOYD, A. B.,
History and English

**R. A. FOSTER, A. B. and A. M.,
English

MAUDE GIBSON,
Graduate Lebanon Normal University—Art

*WREN JONES GRINSTEAD, A. B., A. M. and Ph. D.,
English and Education

GEO. GUMBERT, B. S.,
Agriculture

MAY C. HANSEN
Graduate Oshkosh State Normal School—Critic, Grade 1

GEORGE N. HEMBREE, B. C. S.,
Physical Education for Men

MRS. STANTON B. HUME,
Kentucky Presbyterian Normal School—Industrial Arts

W. C. JONES, B. S. and A. M.,
Chemistry

R. E. JAGGERS, A. B. and A. M.,
Education

*C. A. KEITH, B. A. and M. A.,
History

W. L. KEENE, B. S. and A. M.,
English

A. J. LAWRENCE,
Bachelor of Commercial Science—Commercial Education

CORA LEE, A. B.,
Special Critic, Grades 7, 8 and 9

MARGARET LINGENFELSER,
Graduate Eastern Kentucky State Normal School and Teachers College (Two-year Course)—Assistant Kavanaugh School

*JAMES V. LOGAN, JR., A. B.,
English

M. E. MATTOX, B. S. and A. M.,
Education—Acting Registrar

*On leave of absence for a year.
**On leave of absence for a semester.

LENA McCLISTER, A. B.,
Critic, Grade 2

MARY FRANCES McKINNEY, B. S.,
Geography

WINNIE DAVIS NEELEY, B. S.,
English

SMITH PARK, B. S. and A. M.,
Mathematics and Physics

MINNIE PIGG,
Graduate Eastern Kentucky State Normal School and Teachers College, (Two-year Course)—Assistant Green's Chapel School

FRANCES POTTER, A. B.,
Critic, Grade 3

EUGENE PEARSON, A. B.,
English

MAE POWELL, B. S.,
Critic, Grade 5

MARY ESTELLE REID,
Graduate of Library Administration, University of Nashville—Librarian

*J. R. ROBINSON, A. B. and A. M.,
Registrar—History

KATHERINE ROBERTS, A. B.,
French and English

MARIE L. ROBERTS,
Graduate Western College for Women, Oxford, Ohio—Dean of Women

RUBY RUSH, A. B.,
Special Critic Teacher, Grades 7, 8, 9

HELEN H. RUSSELL, A. B.,
Physical Education for Women

ANNA A. SCHNIEB, A. B. and A. M.,
Education

GEORGE DRURY SMITH, A. B. and B. S.,
Biology, Botany and Zoology

JOHN ORR STEWART, JR., A. B. and A. M.,
Public School Music

M. R. SULLIVAN, A. B. and A. M.,
Economics and History

R. DEAN SQUIRES, A. B. and A. M.,
Director of Extension—Education and Latin

*On leave of absence for a year.
**On leave of absence for a semester.

**HAMBLETON TAPP, A. B.,
English

MRS. GLADYS TYNG, B. S.,
Critic, Grade 6

SAMUEL WALKER, A. B.,
Education

WINONE WILLIAMS, A. B.,
Cataloger

GERMANIA WINGO, A. B.,
Critic, Grade 4

EDNA ZELLHOEFER, A. B. and A. M.,
English

J. N. SCUDDER, A. B. and M. D.,
Physiology and Hygiene

*On leave of absence for a year.
**On leave of absence for a semester.

Administrative Force

G. M. Brock, Business Agent
Earl P. McConnell, Bookkeeper
Fallen Campbell, Field Representative
Katherine Morgan, Secretary to the President
Mrs. Hart L. Perry, Assistant to Registrar
Maye M. Waltz, Secretary to Business Agent
Corynne Lowe, Stenographer, Business office
Martha Veal, Stenographer, Business Office
Vera Lander, Stenographer, Teachers' Placement Bureau
Mary Louise Waterfill, Secretary to the Registrar
Marian Webber, Secretary to Director of Extension
Eunice Wingo, Secretary to Dean of Women
Madge Taylor, Secretary to Dean
Fred Ballou, Book Store Clerk
Joy Frazer, Registered Nurse

Mary Sullivan, Housekeeper, Sullivan and Burnam Halls
W. A. Ault, Superintendent of Power Plant, Buildings and Grounds

Faculty Organization

Alumni and Senior Class
Park, Floyd, Tapp, Neely, Sullivan
Meets first Tuesday each calendar month at 4:30 p. m.

Certification and Graduation
Cooper, Mattox, Squires, Caldwell, Roberts, M.
Meets on call of the Chairman

Classification and Students Schedules
Dorris—All members of the College and Normal Faculties except the teachers of the Training Schools and the members of the faculties on committees that meet at the same time as the scheduling committee.

Meets on the first Monday of each semester, mid-semester and each term of summer school

Credits and Credentials
Caldwell, Mattox, Squires
Meets on the first Monday of each semester, second mid-semester and each term of summer school

Entrance Examinations
Cox, Rex W., McKinney, Boothe, Deane, Jones
Meets on the same days as the Credits and Credentials Committee

Lyceum Course and Entertainments
Caldwell, Stewart, Buchanan, Clark
Meets on the first Wednesday in each calendar month at 4:30 p. m.

Library Committee
Reid, Robinson, Edwards, Caldwell, Smith, Cooper, Squires
Meets on the first Thursday in each calendar month at 4:30 p. m.

Athletics
Carter Edwards, Gumbert
Meets on the second Friday in each calendar month at 4:30 p. m.

Societies and Forensics
Buchanan, Zellhoefer, Sullivan, Pearson, Keene
Meets on the second Tuesday each calendar month at 4:30 p. m.

Publicity and Student Publications
Deniston, Tapp, Neely, Sullivan, Pearson
Meets on the second Wednesday in each calendar month at 4:30 p. m.

The Catalog and Review

Foster, Schnieb, Zellhoefer, Mattox, Dorris

Meets on the second Thursday in each calendar month at 4:30 p. m.

Course of Study

Cooper, Foster, Robinson, Caldwell, Edwards

Meets on the third Friday in each calendar month at 4:30 p. m.

Student Welfare, Discipline and Grievances

Schnieb, Roberts, M., Walker, Tapp, Cox, R.

Meets on the third Tuesday in each calendar month at 4:30 p. m. and on call of the Chairman

Rules and Regulations

Cooper, and the Heads of Major Departments

Meets on the third Wednesday of each calendar month at 4:30 p. m. and on call of the Chairman

Socials and Receptions

Roberts, M., Dix, Hume, Gumbert Bryant,

Meets on the third Thursday in each calendar month at 4:30 p. m. and on call of the Chairman

Training School

Edwards, Critic Teachers, and Education Teachers

Meets on the fourth Tuesday in each calendar month at 4:30 p. m.

Extension

Squires, Cooper, Schnieb, Dorris, Keene

Meets on the fourth Wednesday in each calendar month at 4:30 p. m.

FOREWORD

A word as to some of the policies of Eastern. Kentucky has seen fit to establish four state normal schools and teachers colleges for the purpose of training the teachers of the various kinds of schools. She has made ample appropriations for the time being for the buildings and the maintenance of these schools. These schools have been located in different parts of the state for the purpose of being accessible to the pupils of the state. It is not the policy of the administration at Eastern to compete with any other normal school or teachers college in territory that geographically belongs to it. This would be to oppose the State in her plans to educate her teachers. There is a territory that because of geography and roads naturally belongs to Eastern. This territory we purpose to work intensively and to urge prospective students to attend Eastern. We also purpose to work intensively those line counties that may belong to one school or another, expecting Morehead and Bowling Green to do the same. We also expect to send representatives occasionally into territory that naturally belongs to the other schools but never to compete with them. These representatives are instructed to urge students to go to some school, and to describe the advantages of Eastern, not the advantages of Eastern as compared with other schools, for we believe that comparisons are odious. In these statements we do not mean that every student should always attend his own school. We believe it would be good for the State if its teachers would mix up a little. For example, we believe it would be good if a few of Murray's teachers would come to Eastern, and the reverse. Kentucky is divided, like Gaul, into three parts—the Mountains, the Blue Grass, and the Pennyroyal, and the people of one section are none too friendly to those of another. The teachers of the State could do much to break down this feeling if they did not have it themselves.

Again, we do not believe it the purpose of the State that one of its normal schools and colleges should greatly surpass others. Certainly it would be unfair for the State, through superior buildings and a larger maintenance, to enable one

school to surpass another. Nor do we believe that such is the case. One school because of age or local environment may for the time, surpass a younger school, but there are some advantages in youth. The younger schools may avoid some of the errors of the older ones in buildings or organization.

Any school that has money can have good buildings; any school can have good teachers—no school can have a corner on good teaching. Once in a while a school may find a teacher of great superiority, but it is almost impossible to hold him when schools all over the United States are on the lookout for them. Take it by and large, one faculty is about as good as another; some parts of one faculty may excel temporarily but another faculty will excel in another way. **The chief difference between schools does not lie in results achieved but in the economy with which such results are achieved.**

Here are some of the things a student should consider in selecting a school: The town or city where it is located, the social advantages, the churches, the stores, etc. The health of the environment and the school; what the city and school are doing to improve health conditions. The living conditions, dormitories, commercial rooming houses, kinds and cost from the standpoints of pleasure and safety. Boarding should be studied, the dining halls and cafeterias in the school and restaurants in the city. The student should carefully inform himself as to the library of the school, for a good library almost equals good teachers.

If the student desires to take a general course in the school, about all he should consider are the foregoing and proximity, for in giving general courses, one school is about as good as another since such courses are given by the faculty at large. If a student expects to specialize in some one subject, he should advise himself as to the special teacher who will have such course in charge. This does not amount, however, to a great deal since each school secures the best teacher possible for each course.

In conclusion we want to say that we claim no superiority over any other school in Kentucky, nor do we admit inferiority to any. In our own territory we are loyally trying to carry out the [illegible]'s policies in training her teachers; nor are we

in our own policies, trying to undo what the State has done. We envy no school; we are friendly to all; we are trying in no way to prevent another school from doing what the State established it to do by attracting the students that naturally belong to it. We are State minded, not institutionally minded. We believe there is enough for all to do. We have no feeling except a friendly emulation as to who can best serve and best agree.

HISTORY OF THE SCHOOL

On January 6, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison county, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2, and in the Senate on March 9, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21, and as the bill carried an "emergency clause," it became a law at once.

On April 5, 1906, the Governor appointed the commissioners to locate the two Normal Schools. Messrs. B. M. Arnett of Nicholasville, John Morris of Covington, George Payne of Paducah, George B. Edwards of Russellville, Basil Richardson of Glasgow, E. H. Mark of Louisville, and M. G. Watson of Louisa, constituted the commission.

On May 1, 1906, the commission visited Richmond to inspect the site offered by that city and on May 7 it met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named: Hon James H. Fuqua, Sr., State Superintendent of Public Instruction, ex-officio Chairman; Hon. J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon. Fred A. Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2 and elected Ruric Nevel Roark, at the time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. Dr. Roark died April 14, 1909, and Mrs. Roark was elected acting president on April 16. She served in this capacity until March 18, 1910, when John Grant Crabbe, then Superintendent of Public Instruction, was elected president. Dr. Crabbe served as president until September 1, 1916. On June 16, 1916, he resigned, to take effect September 1, to accept the presidency of Teachers College, Greeley, Colorado. On September 5, 1916, the Regents, in session at Lexington, Kentucky, elected T. J. Coates to the presidency and he entered upon his term of office September 7. Since that time he has held the position.

SUPPORT OF THE SCHOOL

The Act of the General Assembly of 1906 gave to the Eastern School an appropriation of $20,000.00 and $5,000.00 for equipment. Under an act of 1908 the school secured an additional annual appropriation of $20,000.00 and a special appropriation of $150,000.00 for new buildings and equipment. In 1912 an additional appropriation of $35,000.00 was secured. This brought the annual maintenance up to $75,000.00.

The General Assembly of 1918 passed an act changing the support of the Normal Schools to a millage basis and repealed all annual appropriations under which the institutions had been operating. According to the new act, the Eastern Kentucky State Normal School received five-eighths of one cent upon each one hundred dollars of assessed taxable property in the State. This produced an income of $153,684.72 in the year 1923-24. During the year 1922-23, the school received from special inheritance tax from the Bingham Estate about $35,000.00. The Legislature of 1920 gave the school a special appropriation of $150,000.00 to build dormitories. The Legislature of 1922 passed an act enabling the Eastern and Western Normal School to become four year teachers colleges with the power to grant degrees, and Eastern granted her first degrees in 1925. The Legislature of 1924 eliminated the line hitherto dividing the Eastern and Western schools so that students may go to either school they choose. It also passed an act relating to their maintenance, giving to Eastern 7/10 thirtieths of certain taxes. The result of this tax in the year just passed was $220,000.

GROWTH OF THE SCHOOL

The site offered for the location of the Eastern School was not offered by the city, strictly speaking, but by a corporation known as the Walters Collegiate Institute, a corporation that had possession of the property formerly owned and occupied by "Central University," a Presbyterian school. It did not offer all the property owned by that institution, but retained the property now occupied by the department of agriculture, the four cottages, and a strip of land lying back of the President's House in the northeast corner. The prop-

erty, now known as the President's House, was then owned by a private individual and, of course, was not offered. The site that was offered and accepted consisted of about thirty-five acres, together with the University Building, Memorial Hall, and the little gymnasium that was burned. The value was estimated at $150,000; it is much more valuable now.

The school has received two special appropriations of $150,000.00 each since it became a state institution. Out of the first, in 1908, the Roark Building, Sullivan Hall (without the annex), and the Power Plant were built at a cost of $136,304.76; out of the second and saving in 1920, Burnam Hall and the annex to Memorial Hall were built at a cost of $187,497.00. The school received a third appropriation of $320,000 from the Legislature of 1926. Out of this Burnam Hall will be completed and a building to house the administration, an auditorium and class rooms will be erected at a cost of about $200,000.

Out of their savings from time to time in the last sixteen years, the Regents have purchased Faculty Row—four cottages —at a cost of $15,000.00, Walters Collegiate Institute (the Agriculture Building) for $10,000.00, a strip of land back of the President's House (the Patton lot) at $565.00, the President's House at $12,000.00. They have built the annex to Sullivan Hall at a cost of $34,008.15, the Cammack Building (Training School) at a cost of $56,505.00, and the new gymnasium at a cost of $15,544.77. They purchased a farm, Old Stateland, for $18,280.00, sold it for $29,894.65 and purchased the present farm of 148.63 acres for $45,332.15. Recently they erected a New Library at an expense of $55,342.55, and purchased an addition to the farm of 17.33 acres for $12,250.00.

In addition to the foregoing they have expended in repairs and equipment many thousands of dollars, so that the present value is close around $870,961.22. Counting the appreciation of property through the years, the plant is worth over one million dollars.

LOCATION OF THE SCHOOL

The home of the Eastern Normal School and Teachers College is a little city of about 6,000 population, situated on

the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the mountain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Central University, the famous Presbyterian institution which was removed to Danville and united with Centre College in 1901. The campus lying between South Lancaster avenue and South Second street is one of the most beautiful in the south. It has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buidings include:

University Building—A fine old landmark, remodeled and properly equipped for recitation rooms. The Assembly Hall with balcony is on the second floor of this building. Here chapel and assembly exercises are held. This assembly room has recently been remodeled and reseated with handsome opera chairs.

Ruric Nevel Roark Building—This handsome new building is named in honor of the founder and first president. It was erected in 1909, at a cost of $45,000. The laboratories for physics, chemistry, biology and agriculture are located on the first floor. These laboratories are well equipped for special and individual study. The other floors are used for recitation rooms, President's office, Dean's office, and the Business office.

James W. Cammack Building—This magnificent building stands eighty feet south of Ruric Nevil Roark Building, and fronts equally with it on Lancaster avenue. It cost about as much as the Ruric Nevel Roark Building, and is devoted almost entirely to the Training Schools. For this purpose its

rooms are especially constructed so that each critic teacher may be able to supervise practice teaching in her own room and three smaller rooms connected with it.

Memorial Hall—This is a good dormitory for men. An annex has just been completed which enables it to accommodate about 100 more students. The new rooms are models with large, roomy closets and hot and cold water in each room. This Hall is in charge of a resident member of the faculty, Prof. C. A. Keith, Dean of Men. Manual Training is now housed in the basement of this building.

Sullivan Hall—This dormitory for women was built in 1909 at a cost of $45,000. It was named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms, large kitchen and dinning halls, all equipped with every modern and sanitary appliance known. The resident Dean of Women is in charge of the hall, and personally cares for the home life of women students. A competent housekeeper is employed. A substantial annex to this hall accommodates seventy-five young women.

Burnam Hall, just completed, is a beautiful new dormitory for women, which will accommodate about 125 people. It was named by the Regents in honor of the late Judge A. R. Burnam, of Richmond, who did so much in securing the first large appropriation for the school, and who, to the day of his death, was a strong friend of the school. The rooms of the girls are models, with two large, roomy closets, and hot and cold water in each room. It is believed that the plan of the rooms is the last word in dormitory planning. In the front of this building, there is a large lobby, or parlor, probably the most beautiful room on the campus. In the basement, but above the ground, are the kitchen, dining room, and large play room. The completion of this building enables us to accommodate on the campus approximately 350 women. The contract for the completion of the building was let on the 14 of August, 1926. It is expected that the cost will be about $200,000.

The Power Plant was erected in 1909 at a cost of $40,000. It contains the lighting and heating apparatus for supplying

all the buildings on the campus. The electrical equipment consists of two 50 K. W. 1,100-volt A. C. generators, and the switch board and the necessary instruments for the distribution of the electric energy.

Heating—The heating plant supplies low pressure steam to all radiators in the different buildings and the years' operation of the plant shows it to be highly efficient and satisfactory. The plant is considered one of the best power plants in the State of Kentucky.

New Stateland Hall is a very large and beautiful brick dwelling situated on the farm. It contains nine rooms which have been furnished and equipped with modern conveniences for the students who occupy the rooms in this hall. It is large enough to accommodate approximately thirty young men. The young men who are primarily interested in agriculture are expected to room in this hall.

The President's House is situated on the northwest corner of the campus, facing Lancaster avenue, just north of the Roark Building. It is a large, two-story brick building, containing twelve living rooms and two halls. It was purchased by the Regents in order to complete the symmetry of the campus, and to protect it from possible undersirable buildings in the future, which would mar the beautiful campus. The President is expected to live in this home in order to protect the buildings and grounds, to have continuous oversight of the student-body that lives in the dormitories and uses the campus, and to be accessible to the public at all times.

GYMNASIUM

The gymnasium is a large frame building which has just recently been erected on the campus. It is well equipped with all the working apparatus of the modern gymnasium. It contains one of the largest basketball floors in the State. The building is also used as an auditorium and it will seat approximately twelve hundred people.

New Library Building—A new library building has just been completed at a cost of $55,342.55. It is a two-story building, fireproof throughout. It is easily the most beautiful building on the campus, and will accommodate about two hun-

dred students at one time. It is located just east of the University Building where the tennis courts used to be.

Cottage One—This cottage has just been made over into a home for the Home Economics Department. The cooking department occupies the upper floor and the sewing department occupies the lower floor. This building is one of the most beautiful in the interior on the campus. Steam heat and running water have been installed throughout the building.

Cottages Two and Three—These cottages have been renovated throughout, and steam heat and running water have been put into all the rooms. The rooms are now equal in every respect to those in Sullivan and Burnam Halls. They will accommodate from eight to twenty women each.

Cottage Four—This cottage is now occupied by the family of the Superintendent of the Buildings and Grounds on the lower floor, while young gentlemen teachers occupy the upper floor.

NEW STATELAND

Eastern owns an excellent farm of 160 acres. This farm was purchased in January, 1923. It bounds the original campus on the east and south. In many respects the acquisition of the farm represents one of the finest assets the school has acquired in the history of the institution. The fact that it is contiguous to the compus makes it possible for the classes in agriculture to use the farm as a laboratory without a loss of time in moving from the class room to the farm. The activities of the farm are those usual in this part of the state except we do not grow hemp. There is a dairy herd composed of pure bred and grade Jerseys and Holsteins. The policy of eliminating the Jerseys and substituting Holsteins because of their larger milk production will continue until an adequate herd of Holsteins is acquired. Pure bred Duroc hogs are raised and a colony of pure bred poultry is being bred.

This farm is owned and operated for the following purposes:

1. To be used for laboratory and demonstration purposes in relation to the Department of Agriculture of the Normal School and Teachers College.

2. To give the students attending the school work to help them pay expenses.

3. To furnish the dormitories with milk, eggs, meat and vegetables in season, thus lowering the cost of living to students in the school.

While New Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses and to pay gradually for needed improvements.

SCHOOL ORGANIZATION

Discipline—Eastern is responsible to the state for the character and scholarship of its graduates—those who are to teach in the public schools. The institution will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, or if they are found unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary here. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls here with the assurance that their safety, their general culture and their education will be carefully guarded.

Christian Associations—The institution is not denominational in any sense. Its positive influence, however, is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday Schools in the city. The Young Men's club and the Young Women's Christian Association have a large membership. The Young Women's Christian Association meets every Sunday evening in a devotional meeting. These organizations are doing a great work in the school and new students should join them and become active workers. Vespers will be conducted on the campus each Sunday evening during the Summer School for the entire summer.

LECTURE COURSE AND ENTERTAINMENTS

Eastern maintains a high grade lecture course for the benefit of her students. Lyceum course, selected from the best available talent, provides excellent entertainment of a varied nature. Each student is able to attend these without additional expense.

Literary Societies—There are five literary societies at Eastern; namely, the Horace Mann Literary Society, the Ruric Nevel Roark Literary Society, the Men's Club, the Neon Krypton Literary Society, and the Rural Life Club.

The Ruric Nevel Roark Society is a normal school society and has been named in honor of the first president of Eastern.

The Horace Mann Society is maintained exclusively by College students and has been named after Horace Mann, the great champion of common schools in America.

Membership in all of these societies is voluntary, but the most efficient and capable students are found identified with one of these organizations. The societies are self-governing and meet on Thursday evening.

Training School—Eastern maintains throughout the entire school year a model and practice school for demonstration and directed-teaching purposes. The school consists of nine grades. All the grades are used for demonstration and directed-teaching.

Rural Schools—Eastern is cooperating with the County Superintendent and the County Board of Education in making an ideal two-teacher country school at Kavanaugh, about two miles east of Richmond, and a two-teacher country school at Green's Chapel, about two miles south of Richmond. Eastern recommends and the County Board elects graduates of the institution to teach these schools. Normal School students are transported to and from these schools in an automobile and here they observe good teaching and do their directed teaching.

STUDENT PUBLICATIONS

"**The Milestone,**" established 1922, is an annual published each year by representatives of the senior class. This publication contains photographic and statistical records of all organizations and events in the past college year. The staff consists of an editor-in-chief, associate editor, art, literary, photographic, advertising, society and joke editors and a business manager. Elections to the editorial department are part competitive and part elective by the class.

Another very important publication, established in 1922, is "The Eastern Progress," the newspaper of the Normal. Work on this paper calls for "covering" lectures, meetings, athletic games and events not in regular routine, or "hunches." Members of the faculty make frequent contributions on their various fields of study. This publication not only contains news of interest to the student, but articles that will interest alumni and teachers throughout Kentucky.

These publications offer widespread opportunities for the energies and talents of men and women who do not possess dramatic or athletic ability. You will find that your work on these publications will give you an unrivalled opportunity to become acquainted with your surroundings and your college mates.

Eastern Kentucky Review—This publication is the official bi-monthly review published by the Normal. It is edited by the Faculty. If you are interested write for it—free.

Athletics—It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

The various teams are under supervision, and all students of good class standing, who are physically qualified, may compete for a place on the teams.

The football season extends from the beginning of the fall term up to about Thanksgiving; the basketball season lasts from Thanksgiving on through to baseball weather; the baseball season continues from first suitable weather to the end of the second semester.

THE LITTLE THEATRE

The Little Theatre Club—The widespread revival of interest in community and school dramatics, and the growth of the Little Theatre movement throughout the country and especially in Kentucky, has resulted in the establishment of a Little Theatre Club at Eastern. The L. T. C. has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived only from special activities. The Club offers an excellent opportunity for developing business and administrative ability, talents in scene-design and stage-construction, and dramatic ability in enacting the Club plays. The membership, drawn from the entire student body, is elective, each applicant presenting a try-out before the Club members. The local club is a unit in The Drama League of America.

MUSICAL ORGANIZATIONS

Eastern Community Chorus. Membership in the chorus is open to every student at Eastern; the sole requirement is the

possession of the song book used for this work. Rehearsals are held once a week and are thirty minutes in length. The chapel period is assigned for a community sing once a week during the regular school year. Songs suitable for community singing will be studied.

Eastern Male Chorus. Membership in this organization is limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition. After all applicants have been tested the names of those who were successful will be posted. The best arrangements of music for male voices will be studied.

Eastern Madrigal Club. Membership in this organization will be limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition; after all applicants are tested the names of those who are successful will be posted.

Eastern School Orchestra. The following instruments will be admitted to the Orchestra upon evidence of ability of student to play them in an acceptable manner: Violin, Violoncello, Cornet, Trombone, Clarinet, Flute, Piccolo, Piano, Saxaphone, Tuba, String Bass, Side Drum, Bass Drum. All students applying for membership are required to apply in person to the Director of Music and, if required, to give evidence of their ability to read music.

NOTE.—Students who wish to enter any of the above organizations are urged not to do so primarily for school credits. One semester hour is all that is possible regardless of the length of time you may take part in the work. In order to be granted this a student must be regular in attendance at rehearsals and remain in the work at least for one full school year. The work must be entered on the student's program card and be approved by the Dean as in the case of any other work for credit.

MAY FESTIVALS

The May Festivals at Eastern are annual events of great interest to the student body and the people of Richmond and vicinity. The best talent obtainable is secured and one program is always given over to a concert by the school musical organizations. Frequent appearances during the year at school assemblies and other functions and appearances at the

music contest at the Kentucky Education Association in April of each year lend great incentive to the regular rehearsals.

MEDALS

Eastern encourages oratorical and debating contests. Medals will be given this year to the winner of the Boys' Oratorical Contest, of the Girls' Dramatic Reading Contest, and of the Public Discussion and Humorous Reading contests open to both boys and girls. These winners will represent Eastern in the annual spring meet of the Eastern Kentucky Oratorical Association.

Inter-society and inter-scholastic debates are encouraged at Eastern and offer an opportunity for actual and practical training in forensics.

THE FORUM COMMITTEE

Seven of Eastern's most representative students are elected each year from the student body at large, through class representatives, to constitute the Forum Committee. This acts as a medium for the consideration of the live topics of the day. It offers excellent oppurtunities for developing initiative and student leadership.

There are enough extra-curricular activities at Eastern to suit everybody's taste, so when you come to Eastern, go out for some of them the minute you enter. Many have said that their chief benefit from a college education has come from just such self-directed activities. Avail yourself of the opportunities for self-development which Eastern offers.

THE SUMMER SCHOOL OF 1927

The Summer School of 1927 will open June 6. The term will be twelve weeks in length. Courses will be arranged so that students may take the entire work of the term, or they may drop out at the end of six weeks and receive half credit for their work. An opportunity will, also, be given for the students to enter at the middle of the Summer Term, July 18, and they may secure credit for a half term's work. The regular faculty will be in charge. A number of specialists will be employed to supplement the work of the regular faculty. Twelve hours of credit may be secured by those taking work

in the Teachers College. Two units of credit will be given to students who are pursuing secondary work.

The Summer School is organized especially, but not exclusively, to fit the needs of graded and city school teachers. This is the only opportunity which these teachers have to secure additional professional training and Eastern will, therefore, offer such courses as may be highly beneficial to these teachers.

NOTE.—Students who leave school without the consent of the President are automatically suspended from the school. This does not apply at the regular time for closing.

EXPENSES AT EASTERN—Boarding and Rooms

ROOMS FOR MEN STUDENTS

Memorial Hall and New Stateland Hall are the men's dormitories. These two dormitories will accommodate 200 men. Memorial Hall is completely furnished, lighted by electricity, heated by steam, equipped with baths and showers and is comfortable and convenient at all seasons of the year. All rooms are equipped with lavatories supplying hot and cold water.

Rooms in New Stateland Hall are completely equipped with new furniture, steam heated and are equally as desirable as those in Memorial Hall. These rooms range from one dollar and twenty-five cents to one dollar and seventy-five cents per week for each student.

The Institution maintains at all times a list of Richmond homes offering suitable accomodations for men students. Information concerning these rooms will be furnished on request.

ROOMS FOR WOMEN STUDENTS

Sullivan Hall, Burnam Hall and the Cottages are the women's dormitories. These dormitories will accommodate 300 women students. These rooms range from one dollar and a quarter to one dollar and seventy-five cents in price.

Rooms in Sullivan Hall and Burnam Hall and the Cottages are completely furnished, steam heated and lighted by electricity. Hot and cold water is furnished in all rooms

Young women are expected to room on the campus when attendance does not exceed the capacity of the dormitories unless for special reasons they are granted permission by the Dean of Women to room elsewhere.

When the attendance is greater than the capacity of the dormitories, students holding county appointments shall have preference for rooms on the campus.

Pupils under sixteen years of age will not be received in the dormitories or dining rooms on the campus.

Subject to the above exceptions, students in residence have precedence in selection of rooms.

ROOMS FOR MARRIED COUPLES AND FAMILIES

Among the Richmond homes offering rooms to students many have facilities for light housekeeping, and frequently small homes may be rented furnished and unfurnished. Prospective students desiring such rooming places are advised to communicate with the institution in advance of their entrance that the best possible arrangements may be made.

ARTICLES TO BE FURNISHED BY STUDENTS

Whether rooming on the campus or in private homes, students are required to take care of their rooms and to furnish two pairs of pillow cases, three sheets, spreads and comforters or blankets, towels, soap and runners for tables and dresser.

A deposit of three dollars will be required of each occupant of any room on the campus to guarantee the proper care of room and furnishings in buildings used for dormitory purposes. Upon proper endorsement at the termination of student's stay in school, the whole or such part as may be due after deduction for damages is made, will be returned to student.

Room rent and deposit are payable in advance.

HOW TO APPLY FOR A ROOM RESERVATION IN THE DORMITORIES

Students wishing to engage rooms either on the campus or in town, should write the President for application blanks which should be filled out promptly and returned to the Presi-

dent. These applications are filed in the order of their dates and, in that order, assignments are issued.

Applications for either semester will be received any time after the first of May of the preceding year, but only for the first semester can reservations be issued promptly. In September, the dormitories are filled with students; applicants for rooms at later dates can be placed only as vacancies occur; seldom are releases received until near the close of the semester.

When an assignment to a room on the campus has been received, a reservation fee of two dollars should be sent to the Business Office (address T. J. Coats, President) within ten days from date, or else the assignment becomes void. This fee will be applied as a part of room rent at the opening of the semester for which reservation is given, if receipt for this two dollar fee is presented in the Business office at the time of paying the remainder of the room rent.

Do not send a reservation fee until you have received a room assignment.

The holder of a reservation may receive the refund of fee by request in writing not later than ten days before the opening of the semester for which reservation is given.

Room reservation is void if not claimed by Monday night of the opening of the semester and the fee is forfeited. Room reservations are not transferable. Individuals who cannot take up their assignment must surrender them to the school.

An application for a room transferred to a later semester, is entered under the date of the transfer, not under the original date of the application.

The school maintains a list of private homes which agree to take student roomers under conditions and rates accepted by the landladies and by the school. All young girls except those whose homes are in Madison county are required to room in one of the homes listed.

Students should not engage rooms or board before ascertaining from the school that the landlady's name is on this list. The fact that students have roomed or boarded at a home

during some previous year is not necessarily a guarantee that the home is at present on the list. Students desiring to room with relatives or friends should notify the Dean of Women, or the Dean of Men, as the case may be, of such intention as early as possible before coming, to secure the school's approval if it can be given.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are alike subject to the regulations, control and supervision of the school.

To enjoy student life to the fullest extent, one must become a member of the big dormitory family. Write for your room reservation now. **Those who apply early will get better accommodations.**

BOARD

Men and women students, occupying rooms on the campus are expected to take their meals in one of the College Dining Rooms. **All board is payable in advance.** Students have the privilege of taking their meals in the regular dining rooms or in the student cafeteria. In the former the rate is $3.50 per week, in the latter meals range from $4.00 to $5.00 per week. $5.00 cafeteria tickets are sold students for $4.75. Most students average a ticket a week.

Room rent and board will not be refunded except in the case of real sickness. No deduction can be made in table board for a few days' absence at the beginning or the end of the semester; when board is paid for less than half semester in advance the rate is $4.00 per week.

Incidental Fees—Each student pays an incidental fee of $4.00 per semester when he enrolls. This is not a matriculation or enrollment fee, but it is to cover library, gymnasium and athletic fees, lecture courses and contingent expenses. The incidental fee is paid by all students and is not refunded. After the opening day, late comers must pay $1.00 extra fee. It pays to be on time.

Special Fees—Those who take special subjects pay for materials only, as follows:

Domestic Science, Food Preparation, per semester	$6.00
Domestic Science, Garment Making, per semester	2.00
Chemistry, per semester	5.00
Biology, per semester	2.00
Manual Training, per semester	4.00
Pottery per semester	2.00
Handwork, per semester	5.00
Typewriting, per semester	5.00
Art, per semester	5.00
Music Lessons, per semester (two lessons per week)	24.00
Music Lessons, per semester (one lesson per week)	15.00
Piano Practice, per semester (one hour per day)	5.00

Tuition Fees—Appointees will receive free instruction for the time necessary to complete the course in which they matriculate. Non-appointees from Kentucky and other states will pay the following fees in advance:

For any one semester except the Summer School	$27.00
For the Summer School	18.00

County Superintendents-elect, or already in office, will be charged no tuition.

NECESSARY EXPENSES FOR ONE SEMESTER

Board	$63.00
Room Rent	$22.50, $27.00, 31.50
Incidental Fee	4.00
Total Expenses—18 weeks	$89.50 to $98.50

NOTE.—Each room on the campus has a certain number of students assigned to it. When the students regularly assigned to a room request that an additional student occupy the room with them, a reduction of $4.50 (25 cents a week) will be made to each student in the room.

GENERAL INFORMATION

SCHOOL YEAR

The school year is divided into semesters of eighteen weeks each and a Summer School of twelve weeks. An opportunity will be given to students to enter at the middle of the second semester, April 4. Only a limited number of courses can be offered at this time. Students who enter at the mid-semester may secure credit for a half semester's work. The Summer School of 1927 will be twelve weeks in length. Students may enroll for the entire Summer School, or for either half.

WHEN TO ENTER

Students should enroll on Monday and Tuesday at the opening of the semester. Students will be received on the following dates:

September 20—Opening First Semester.
January 31—Opening Second Semester.
April 4—Opening Mid-semester.
June 6—Opening Summer School.
July 18—Opening Second Term of Summer School.

LATE ENTRANCE

Students entering after Wednesday of the first week of a term will be charged an additional fee of $1.00. Those entering after the first day of the second week of a semester will be placed on a reduced schedule. No one may enter for credit after one-fifth of the semester has expired. Students entering after the third day of a term of summer school will be placed on a reduced schedule, and the fifth day of a term of summer school be the latest date to register for credit.

APPOINTMENTS

Students may receive appointments from their County Superintendent or their City Superintendent or Principal. Appointments are good until all the courses are completed.

EXPLANATION OF CREDITS

All work in the Normal School courses for the Normal Certificate is estimated in Carnegie high school units. A subject pursued for one semester, reciting five times a week, gives a student a credit of one-half unit. All work in the college is measured in semester hours, a semester hour being eighteen fifty-minute recitations. College subjects have different values determined by the number of hours of recitations per week. The semester hour value of each course is stated in the catalog.

HAVE YOUR CREDITS SENT

If you have completed work in an accredited high school or other approved institution, have your principal send before you enter a statement of your work. These credentials will be necessary if you are enrolling as a new student. College credits will not be counted toward a certificate or a degree until entrance requirements have been met.

CERTIFICATION AND GRADUATION

Certification and Graduation are recommended by the faculty, on the basis of scholarship, skill in teaching, initiative, personality, habits and character; no one will be considered by the faculty for certification or graduation unless he has been first recommended by the Committee on Certification and Graduation. College Certificates are issued by the Board of Regents on the recommendation of the faculty of the institution. The Normal School certificate is issued by the Superintendent of Public Instruction upon certification from the Board of Regents.

THE STUDENT'S LOAD

In the Normal School the average load is four major subjects and a drill during a regular semester. The maximum load is five major subjects. In the six-weeks summer term a student will take two subjects each reciting twice a day. This will give one-half unit's credit in each subject.

In the Teachers College the average load for a semester of eighteen weeks is sixteen hours. The maximum load is

eighteen hours. No one is permitted to carry more than eighteen hours except by special permission of the faculty.

For a six or twelve-week summer session, the normal load is a semester-hour a week. For students presenting a standing of "2" (average of "B" or better) the maximum load is eight semester hours for a term of six weeks of fourteen semester hours for twelve weeks.

STANDARD OF WORK

If a student fails to do satisfactory work, he will be warned and conditioned at the middle of any semester. If his work continues to be unsatisfactory, he may be dropped at the end of the semester.

SYSTEM OF GRADING

All grades are reported in letters on a five-point scale: highest, A; next highest, B; middle group, C; next lowest groups, D and Z; lowest group F. The following is the interpretation placed upon the grading:

A—Excellent, valued at 3 points for each semester hour.
B—Good, valued at 2 points for each semester hour.
C—Average, valued at 1 point for each semester hour.
D—Poor, gives no points but gives credit toward certificate or degree if with such credits the student's standing is 1 or more.
Z—Conditioned.
F—Failure, valued at 0 points for each semester hour.

The grades A, B, C, D, F cannot be changed by an instructor. Each grade of 1 and Z carries with it a statement of the condition. When the condition shall have been satisfied, the instructor will assign a grade. The standing of a student is defined as the ratio of his total number of points to his total number of hours. For example, a student who makes an average mark of C throughout his course of 128 semester hours, would have 128 points and 128 semester hours, and a standing of one. An average of B would give the student 256 points and 128 semester hours and a standing of two. When a semester's work is to be considered, "standing" is under-

stood to be the ratio of the number of points to the number of semester hours scheduled. For any certificate of college rank or for a degree a student must offer a number of grade points at least as great as the number of semester hours.

ALUMNI ASSOCIATION

The purpose of this organization is to promote fellowship among the ever-increasing number of graduates and to stimulate a mutual interest between the institution and her former students. Now that the school has been given the right to become a teachers college, the association expects to see many of its members returning to the campus.

Students who have taken the Standard Elementary Certificate are considered as Alumni of the Normal School. Students who have taken the Advanced Cedtificate or the Bachelor's degree are considered Alumni of the Teachers College. Alumni of either the Normal School or Teachers College are elligible to membership in the Alumni Association of the Eastern Kentucky State Normal School and Teachers College.

All who wish to get in touch with the organization, write R. Dean Squires, Richmond, Kentucky.

DEPARTMENT OF EXTENSION

Correspondence Division

PURPOSE

The purpose of the Department of Extension of Eastern is to make the resources of the institution available in as many ways as possible to as many people as possible and to provide a high grade of instruction for persons who do not find it possible to attend school. People who are unable to avail themselves of the advantages offered in resident study have a just claim upon the state for some sort of educational opportunities. Also, people who can spend only a limited time in resident study are enabled to supplement this with additional instruction such as the Normal School was created to give.

FOR WHOM INTENDED

Correspondence work as offered by the Eastern Kentucky State Normal School and Teachers College is intended for five classes of people: (1) Students who have attended the school and who expect to return to secure a certificate or to graduate; (2) teachers who expect to attend the institution but who want to work off a few credits before entering while teaching; (3) teachers who wish to qualify to meet the high school requirements of the new school law; (4) teachers who must continue teaching the whole year and who want to improve their scholarship; (5) teachers who have worked off the resident requirement for the certificate and desire to complete the number of hours required for the certificate.

CHARACTER OF THE COURSES

The correspondence courses are the same as those given in the class room of the institution.

CREDIT

The same credit is given for work done by correspondence as for work done in residence.

PROCEDURE IN SELECTING A CORRESPONDENCE COURSE

If you wish to take a correspondence course make up your mind to investigate this opportunity and write to R. Dean

Squires, Director of Extension, for a list of the courses and an application blank. Fill out the enrollment application and return it to him enclosing remittance for enrollment and instruction fees. If your application is approved, you will then be enrolled and the lessons with instructions for study, methods of preparation, and directions for return will be sent you. All lessons should be returned to the Director of Extension and **not to the instructor of the course.** They will be graded and sent back to you with such explanations, corrections, and suggestions as seem necessary. Questions from the student pertaining to the study under consideration are at all times encouraged.

ADMISSION REQUIREMENTS

Students will be admitted to correspondence courses under the same conditions as govern admission to resident classes. Completion of the eighth grade is required for enrollment in a normal school course; completion of a four-year high school course is required for admission to a college course. Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution."

For admission to college courses, evidence of completion of a four-year high school course must be submitted.

Beginning—Students may begin correspondence work at any time during the year. We will not guarantee, however. that there will not be some interruption of the work during the four weeks' summer vacation.

Fees—An enrollment fee of $3.00 is charged, which is paid but once, **no matter how many courses are taken or how long a time has elapsed between courses.** There is also an instruction fee of $10.50 for each one-half unit taken, or $3.50 for each college hour. No credit can be given for any work taken in the Extension Department without the payment of fees. No fees are refunded except in cases where the student

is found unprepared to take the course, or the school is unable to offer it. To avoid loss of time the necessary fees should accompany the enrollment application.

TIME FOR COMPLETION OF COURSES

Students are expected to complete at least one lesson a week. Allowance is made, of course, for sickness or unusual home conditions. If, however, a student does not complete the Correspondence work within a year from the date on which he was enrolled he automatically forfeits his fee and his right to continue the course, unless he is able to satisfy the Director of Extension that he had a reasonable excuse for discontinuing his work. A course may be completed as rapidly as the student has time to do the work. However, the instructor in the course concerned may refuse to accept reports which indicate that the student is attempting to compress his work unduly.

LIMITATIONS

1. No certificate is granted on Correspondence work alone. Students working for a certificate must have not less than 16 hours of work completed in residence before a certificate is issued from this school.

2. Not more than two subjects may be taken at one time if credit is desired toward one of our certificates.

3. No student who is in resident study at any other school is eligible to do correspondence work with this school unless that student can furnish the Correspondence Department a written permission from the Dean of the school where he is in resident study stating that it is with the permission of that school that he is allowed to take Correspondencee work with this Department.

4. Correspondence courses may not be taken by resident students except in unusual instances and then only with written permission from the Dean. When those who have been taking Correspondence work enter the institution to do resident work before the completion of the courses, they are expected to drop all Correspondence courses unless the permission can be secured from the Dean for the continuation of the

course. Students are held individually responsible for any violation of this rule. When a student is carrying a Correspondence Course while in resident study at Eastern, whether the course be with this Correspondence Department or with another institution such course must be entered on the daily schedule and counted in with the regular load, if the student is allowed to carry the course by permission of the Dean.

5. Amount of credit for a given period limited. See minutes of joint committees.

EXAMINATIONS

No Student is Exempt from Examination Under Any Conditions

When a student has completed all the lessons in a course he will be required to take a final examination on the course. When it is not convenient for the applicant to report to Eastern, arrangements will be made to have the examination in the student's own county under the supervision of the County or City Superintendent. The examination questions will be made out by the instructor at Eastern, who has had charge of the course and they will then be forwarded to the superintendent who is to conduct the examination. After the examination is held, the applicant's papers with the examination questions will be sent to us for final grading. If the superintendent charges a fee for his services, this must be paid by the student.

TEXTBOOKS

The textbooks are, in most cases, the same as those used in residence. However, it is necessary sometimes to make exceptions to this and to use other texts for the Correspondence courses because the resident student has access to the library that Correspondence student does not have. The instruction and the enrollment fees barely cover the actual expense of conducting the courses, hence the books are bought separately by the student himself. **No books are mailed to any student without a written request from the student.** The basal text for each course may be purchased from the bookstore and it will be bought back from the student within ten days after the completion of the course for which it was used,

at a small discount to cover wear and tear on the volume. Any books other than the basal text that are necessary for the course will be sold to the student on his request but will not be bought back. Students must remit check or money order to cover both postage and charges for book within ten days after the books are received.

EXTENSION CLASSES

In addition to the courses offered by correspondence, Eastern offers to teachers in service the opportunity of taking work for credit in extension classes. A group of teachers take up some subject offered at Eastern. They meet for study and recitation a certain number of times and then take an examination on the subject. If they successfully complete the work, covering the same ground and doing the work as thoroughly as if it were done in the institution, they will receive credit on the course.

The teachers in these study centers are, in every case, specialists in the courses they offer. In some cases, they will be sent out by the school from the regular faculty; in others the instructor may be a local teacher.

GENERAL REGULATIONS GOVERNING EXTENSION CLASSES

General Scheme for Organization and Conduct of Classes

1. Teachers in charge of Extension Classes must be approved by the President of Eastern Kentucky State Normal School and Teachers College.
2. Science classes will be permitted only where adequate laboratory facilities are available.
3. Courses offered shall conform to those offered by Eastern, and credit granted for work done in Extension Classes shall be the same as that given for similar work done within the institution. College classes shall meet for recitation for the same number of hours as if they were carrying the course in the institution.
4. Standards of scholarship must be maintained in all Extension Classes, and in order to insure this the following will be required:

a. Attendance for **full time** upon each class or laboratory period. In case a student is unavoidably absent from a recitation the instructor shall require that such time be made up in full, and work completed to his satisfaction; the time lost from tardiness shall be made up in the same manner. The instructor may require compensation for time spent with pupils in making up lost time. The attendance of each student shall be kept on an enrollment card and this card shall be sent to the institution upon the completion of the course.

b. The text used must be mastered to the full satisfaction of the instructor, all collateral reading assignments must be completed, and all note books and written work receive the instructor's approval.

c. All students wishing to receive credit for work done must pass a written examination upon the subject matter covered. All members shall enroll for credit, except as otherwise admitted by special permission of the Director of Extension.

d. All work done in Extension Classes shall be subject to the inspection and supervision of the Extension Department or the Dean, and the privileges extended to the class may be withdrawn at any time if the required standards of scholarship are not rigidly maintained.

5. Persons engaged in full-time teaching will not be permitted to take more than one Extension Class at a time without special permission from the superintendent under whom the teacher is working. Persons who have never taught but who wish to enter the profession may be enrolled in Extension Classes upon recommendation of the teacher in charge.

6. When library facilities are not adequate to meet the needs of the class, each member may be required to purchase one book in addition to the text used for general class reference.

REPORT OF MEETING OF THE DIRECTORS OF EXTENSION

The following action was taken by the Directors of Extension from: University of Kentucky, Morehead Normal School, Murray Normal School, Western State Normal School and Teachers College, and Eastern State Normal School and Teachers College:

First: It was agreed that in all of the study center classes the number of recitations and the credit given should be the same for the same course in residence, with the exception of work of high school level. In high school subjects it was agreed that there should be eighteen two-hour meetings for one-half unit credit.

Second: The fees for the study centers were changed and it was decided by a resolution unanimously passed that there should be two plans for the payment, as follows:

1. Regular correspondence fees charged for each subject.
2. Under the group plan it was decided that the fee should be $75.00 for each hour's credit made. No change was made with regard to fees in study centers for high school subjects. Under the group plan they will remain the same as heretofore: $150.00 for each half unit. It is understood that where a local instructor is employed to conduct a study center the institution under which the study center is organized is to receive 25% of the fees collected. If an instructor is sent from the institution, the institution is to work out with such instructor its own plan of administration and settlement.

COMMERCIAL COURSE AT "EASTERN"

Beginning in September, the Eastern Kentucky State Normal School and Teachers College will offer a complete commercial course for the purpose of preparing teachers of commercial subjects—Bookkeeping, Shorthand, Typewriting, etc.—in the high schools of Kentucky. The courses will lead either to the two year life certificate or to the degree of A. B. in Education with commerce as a major. No one may enter any of these courses who is not a high school graduate. It **is understood that no tuition is charged for either of these courses.**

Students who do not expect to teach, and who expect no certificate or degree, may enter and take subjects as they please but they will pay tuition fees of $1.50 a week, and the regular fee of $5.00 a semester for the use of typewriter one hour a day. Tuition is paid one-half semester in advance.

Eastern will be the only state institution of college rank that will offer commercial subjects. This department will be thoroughly equipped, up to date.

COURSES OF STUDY

Normal School Course

Admission to the Normal Course

The following rule has been adopted by the Executive Council, charged with the responsibility of making the course of study for the Normal Schools:

"No student will be eligible to enter either institution who has not completed the eighth grade.

"Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution to which the person applies for admission."

NEW CERTIFICATE LAW

"A provisional Elementary Certificate, valid for two years in any elementary school of the State, shall be issued by the Superintendent of Public Instruction upon certification from a Board of Regents of a State Normal School showing the completion of at least eight units of standard high school work, four of which must be earned in residence in a State Normal School. This certificate shall be reissued or renewed for two years upon the presentation to the Superintendent of Public Instruction evidence of the owner thereof having earned two or more additional units of credit in a State Normal School, and same may be so re-issued or renewed from time to time upon presentation of evidence of having earned two or more such additional units of credit."

NORMAL SCHOOL COURSE

First Year

First Semester	Second Semester
English 6—Reading	Education—Method and Observation
English 1—Grammar	English 2—Composition
Science 1—Geography	Science 2—Geography 2
Mathematics 2—Algebra 1	Mathematics 3—Algebra 2
Penmanship 1	Music 1—Vocal

Second Year

First Semester	Second Semester
Mathematics 1—Arithmetic 1	English 3a—American Literature 1
Education 4—Management	Agriculture 1
History 2a—American History	History 2b—American History
History 1—Civics	Physical Education 1—Hygiene
Physical Education 2—Plays and Games	Music 2

Third Year

First Semester	Second Semester
English 3b—American Literature 2	English 4a—English Literature
Science 3—General Science	Mathematics 4—Geometry 1
History 3—Ancient History	History 4—Medieval and Modern
Agriculture 2	Home Economics 1 or Manual Training 1
Drawing 1	Handwork

Fourth Year

First Semester

English 4b—English Literature 1
Education 3—Rural Sociology
Mathematics 5—Geometry 2
Education 5—Practice Teaching
Home Economics 2 or Manual Training 2

EXPLANATIONS

1. The "Provisional Elementary Certificate" is issued on the completion of eight high school units, four of which must be completed in a State Normal School; the other four may be completed in a regular high school.

2. This certificate can be completed in two regular semesters (36 weeks), or in one semester and the Summer School (30 weeks).

3. This certificate is good for teaching two years. The holder may then attend a State Normal School one semester or the Summer School and have the certificate renewed for two years, and so on until sixteen units have been secured.

4. In completing the sixteen units, 3 units of English, 2 units of Education, one unit of Science, 2 units of Mathematics, and 1 unit of history, are required. Education 5 is also required—it is one of the two units in Education.

5. Students who have completed the eighth grade only will be expected to take the course as outlined.

6. Students who have done a part of this work in accredited high schools, will be given full credit for the work done in such schools; they will be required to complete in the Normal School the work in which they lack credit.

7. Students may elect a course that will prepare for a certificate and also will prepare to enter college or they may elect a course that will prepare for a certificate but will not prepare to enter college, or they may elect a course that will prepare to enter college but will not prepare for a certificate.

8. The School is offering the following electives: Latin 1, 2, 3, 4; English 5, 6, 7; History 5 and 6; Manual Training or Home Economics 3, 4, 5, 6; Agriculture 3, 4, 5, 6; Botany 1 and 2; Chemistry 1, 2; Physics 1, 2; Mathematics 6, 7, 8; Physical Education 3; Bookkeeping 1 and 2, and Stenography 1 and 2.

9. During the six weeks summer term, each normal school class will meet twice a day and will carry one-half unit credit. A standard load and the maximum load for a student is two subjects or four recitations a day. The student may take one major and two drills at one time, but this requires six periods a day.

ADMISSION TO TEACHERS COLLEGE COURSES

Students will be admitted to the Teachers College Courses as their previous training warrants. Applicants for admission to the Teachers College courses must offer credit for fifteen units of high school or other secondary school work so chosen as to include the five basic units prescribed by all colleges. Only students who hold certificates of graduation from accredited high schools will be admitted without examination. A student may be admitted conditionally who presents fourteen units of high school credits, but he will be required to make up the additional units during the first year of his attendance.

Applicants who desire to enter the Teachers College Course must have their credits certified by the superintendent or principal of the school in which they were secured. Blank forms for such certificates will be furnished by the Registrar upon application. These certificates should be properly made out and mailed direct to the institution by the school certifying to them. This statement then becomes the property of the institution.

Examinations for students who are graduates of non-accredited high schools will be held during the first week of each semester. Such students should have official statements of their high school credits sent in by their high school principal. After the entrance examinations have been passed, credit will be given for the work certified to in the statement.

ENTRANCE SUBJECTS

The units offered for admission to the Teachers College Course must be taken from the list as given below. The number indicates the units that may be offered in each subject:

English	3	to	4	Latin	1	to	4
Algebra	1	to	2	Civil Government			½
Plane Geometry			1	Botany	½	to	1
History	½	to	3½	Chemistry	½	to	1
Solid Geometry			½	Physics	½	to	1
Trigonometry			½	Physical Education	½	to	1
Physical Geography	½	to	1	Commercial Geography	½	to	1
Zoology	½	to	1	Arithmetic	½	to	1
Psychology or Pedagogy	½	to	1	Bookkeeping	½	to	1
Political Economy			½	Manual Training	½	to	1
Agricultural—General	½	to	3	Drawing			½
Domestic Science	½	to	3	Physiology	½	to	1
French	1	to	3	General Science	½	to	1
German	1	to	3	Stenography	½	to	1
Spanish	1	to	3	Mechanical Drawing	½	to	1
Greek	1	to	3				

BASIC UNITS REQUIRED

The following subjects are required for entrance to the Teachers College Courses:

English	3	Plane Geometry	1
Algebra	1		

The ten elective units must be chosen from the above list.

ADVANCED STANDING

Students who can present equivalent of any part of the college work may secure advanced standing and thereby reduce the number of hours required for graduation. They may secure this advanced standing by transfer of credits from a standard normal school, junior college, college, or university. An official statement must be submitted to the Registrar, certifying in detail the work for which credit is desired.

A TWO-YEAR ELEMENTARY TEACHER-TRAINING COURSE FOR HIGH SCHOOL GRADUATES

Leading to the Advanced Certificate

In this field, the student will be expected to elect the course he desires to enter. Preparation for teaching is preparation for a specific type of service. Eastern offers five specific courses. The student is expected to determine for what kind of position he desires to prepare. He then elects the courses designed to prepare him for that type of service. The following courses will be offered:

1. **Course for the preparation of primary teachers, grades 1 to 5 inclusive.**
2. **Course for the preparation of upper grade teachers or junior high school teachers, grades 5 to 9 inclusive.**
3. **Course for the preparation of principals.**
4. **Course for the preparation of special teachers and supervisors.**
5. **Course for the preparation of rural teachers.**

Much of the work will be the same regardless of which course the student elects, but at certain points the work will be differentiated.

TWO-YEAR COLLEGE COURSES LEADING TO THE STANDARD CERTIFICATE

PRIMARY (Grades 1 to IV inclusive)

First Semester	
Handwriting	
Education 102	3
English 101	3
English 111	1
Science 109	3
Physical Education 101	3
Music 101	2
	15

Second Semester	
Education 101	3
English 103a	3
Handwork 101	2
Science 108a	3
Social Science 101	3
Art 101	2
Physical Education 113	1
	17

Third Semester	
Education 105	2
Education 114	3
Home Economics 101	3
English 103b	3
Science 113	3
English 102	2
	16

Fourth Semester	
Education 108	5
Education 103	2
Mathematics 102	3
English 104	3
English 115	3
	16

UPPER GRADES (Grades V to IX inclusive)

First Semester	
Handwriting	
Education 102	3
English 101	3
English 111	1
Science 109	3
Physical Education 101	3
Music 101	2
	15

Second Semester	
Education 101	3
English 103a	3
Agriculture 100	3
Science 105	3
Social Science 103	3
Art 101	2
	17

Third Semester	
Education 105	2
Social Science 111	3
Home Economics or Manual Training	3
English 103b	3
Science 113	3
English 102 or 112	2
	16

Fourth Semester	
Education 108	5
Education 103	2
Mathematics 101	3
English 104	3
English 115	3
	16

RURAL

RURAL (Grades I to VIII inclusive)

First Semester		Third Semester	
Handwriting		Education 105	2
Education 102	3	English 103b	3
English 101	3	Science 113	3
English 111	1	English 102 or 112	2
Science 109	3	Social Science 111	3
Physical Education 101	3	Home Economics or	
Music 101	2	Manual Training	3
Physical Education 104	1		—
	—		16
	16		
Second Semester		Fourth Semester	
Education 101	3	Education 108	5
English 103a	3	Education 103	2
Agriculture	3	Mathematics 101 or 102	3
Science 108a	3	English 104	3
Social Science 101	3	Agriculture 108 or	3
Physical Education 113	1	Education 109	2
	—		—
	16		15 or 16

Requirement for the certificate sixty-four semester hours.

OTHER TYPES OF CERTIFICATES

1. The course for the preparation of two-year principals is identical with the one for Upper Grade teachers except that four electives may be substituted for the four courses that can be best omitted. The Dean and the student will agree upon the courses.

2. The course for special teachers and supervisors. Eastern permits special students to elect above minimum requirements up to twenty hours of Education, and up to twelve hours in English, Social Science, Latin or French, Natural Science, Mathematics, Agriculture, Home Economics, Industrial Arts, Commerce, Art, Music, Athletics, Physical Education, omitting the hours in other subjects that may be agreed upon in consultation with the Dean. Students electing one of these subjects will do one-half of his practice teaching in the subject selected.

MINIMUM REQUIREMENTS FOR THE TWO-YEAR JUNIOR COLLEGE COURSES

Education	12 hours
English	9 hours
Social Science	6 hours
Natural Science	9 hours
Mathematics	3 hours

CERTIFICATES AND DIPLOMAS

All college courses are offered to High School graduates or graduates of the Normal School.

1. The College Elementary Certificate is conferred upon students who complete sixteen hours of work and are in residence a minimum of eighteen weeks.

2. The Standard Certificate is conferred upon students who are in residence a minimum of thirty-six weeks and who complete sixty-four semester hours of work, as outlined in the catalog.

3. The College Certificate is conferred upon students who graduate with a degree.

NOTE: Persons who complete the Advanced Certificate course as it is now may enter the Junior year of the four-year course without conditions.

CURRICULUM LEADING TO THE DEGREE AND THE COLLEGE CERTIFICATE

First Semester		Fifth Semester	
*Education 102	3	Education 126	3
English 111	1	Elective	13
Science—Elective	3–5		—
Physical Education 101	3		16
Elective	4–6		
Handwriting			
English Mechanics			
	—		
	16		
Second Semester		**Sixth Semester**	
English 101	3	Education	3
Social Science 103	3	English 109 (128)	3
Science—Elective	3–5	Elective	10
Physical Education (any)	1		—
Elective	4–6		16
	—		
	16		
Third Semester		**Seventh Semester**	
English 103a	3	Education 105 or 116	2
Social Science 122	3	Elective	14
Elective	10		
	—		—
	16		16
Fourth Semester		**Eighth Semester**	
English 103b	2	Education 108	5
Elective	14	Education 103	2
	—	Elective	9
	16		—
			16

*Must be taken first semester or term of residence unless the student enters with at least six hours of Education.

REQUIREMENT IN EDUCATION

Introduction to Teaching	3 hours
Observation and Method	2 hours
Supervised Student Teaching	5 hours
Introduction to Psychology	3 hours

and in addition thereto five hours selected from the following group of subjects:

Problems of Rural Schools	3 hours
Technique of Teaching	3 hours
Educational Psychology	2 hours
Tests and Measurements	2 hours
The Curriculum	2 hours
Principles of Education	3 hours

MINIMUM REQUIREMENTS

Education	18 hours
English	12 hours
Social Science	12 hours
Science	12 hours
Mathematics	7 hours
Total	61 hours

Resident study of thirty-six weeks is required as a minimum for a degree.

MAJOR AND MINOR SUBJECTS

Major:	Minimum 24	First Minor:	Minimum	18
	Maximum 34	Second Minor	Minimum	12

SUGGESTIONS REGARDING MAJORS, MINORS, AND PREREQUISITES

1. The major subject should be the subject that the student is most likely to teach. The first minor should be the subject that he is next likely to teach, and the second minor should be either the third in point of likelihood or the one that provides the prerequisites.

2. When the major is selected the minors ought usually to be in closely related fields, such as:

	1	2	3	4	5	6
Major	Eng.	Soc. Sci.	Ag.	Home Econ.	Chem.	Math.
First Minor	Soc. Sci.	Eng.	Biology	Chem.	Phys.	Phys.
Second Minor	For. Lang.	For. Lang.	Chem.	Phys. Ed.	Math.	Chem.

REQUIREMENTS IN ADDITION TO THE FOREGOING

1. For County Superintendent and Rural Supervisors:
   Education 112. Rural Supervision
   Education 117. County Administration
   Education 122. Office Administration

2. Elementary School Principals:
   Agriculture 108. Rural Sociology
   Education 117, County School Administration or
   Education 119. The Principal and His School

3. For Primary Supervisors and Critic Teachers:
   Education 114. Child Psychology
   Education 120. The Elementary School

4. For Upper Grade and High School Teachers:
   Education 124. Secondary Education

5. For Superintendent of Fourth, Fifth and Sixth Class Cities:
   Education 121. City School Administration
   Education 122. Office Administration
   Education 110. History of Education
   Education 107. Tests and Measurements.

Details of Courses of Study

1. GENERAL DEPARTMENTS

1. Education
2. Agriculture
3. English
4. Social Science
5. Mathematics
6. Foreign Languages
7. Science

Department of Education

Mr. Cooper	Miss Schnieb
Mr. Edwards	Mr. Squires
Mr. Mattox	Mr. Burns
Mr. Jaggers	Mr. Campbell

TRAINING SCHOOL TEACHERS

Miss Hansen	Miss Potter
Miss Wingo	Miss Powell
Mrs. Tyng	Miss McClister
Miss Lee	Miss Rush

RURAL TRAINING SCHOOL TEACHERS

Miss Carpenter	Mrs. Case
Miss Lingenfelser	Miss Pigg

NORMAL SCHOOL COURSES

Education 1. Method and Observation. (Formerly Method 1 and Observation 1.) The work of the semester is divided so as to give the student a knowledge of:

(1) What to teach.

(The State Course of Study.)

(2) How to teach.

Observation of the work of the critic teachers in the Training School, a study of the methods employed in good teaching, and the preparation of lesson plans are required of those taking this course.

A text book on methods of teaching is used and a demonstration of the methods studied is given by the critic teachers. Credit one-half unit.

Education 2. Introductory Psychology 1. This is an elementary course in psychology. The first part of the semester is devoted to a consideration of how to study effectively and how to teach children how to study. The remainder of the semester is spent in a study of the learning process. The psychological justification of a number of teaching devices and processes will be studied. The purpose of the course is to bring about the most fruitful teaching by the prospective teacher when she goes out. Credit one-half unit.

Education 3. Rural Sociology 1. This course deals with the problems of rural community life and organization as seen and handled by the thoroughly specialized rural school. After a short introductory historic development of the rural community, a study is made (1) of the rural school as the organizing center for the upbuilding of the home, the church, social life, health habits, economic interests, public utilities and civic ideals, and (2) the influences that can be brought to bear upon the community to bring about improvement of conditions. Credit one-half unit.

Education 4. School Management. This course deals with the problems of school and classroom organization and control. Two objectives will be kept in mind:

1. Emphasis is placed upon a study of the pupil, the relation of the teacher to the curriculum, governing, and maintaining morale.

2. A study is made of the school laws of Kentucky with special emphasis on the county school administration law, attendance law, certification of teachers, and the report of the Kentucky Survey Commission. One purpose of the course is to famaliarize students with the most recent movements in public school administration. Credit one-half unit.

Education 5. Observation and Participation. The student in this course observes teaching in the rural schools at least half of the time; he prepares lesson plans and teaches the other half. Required of all who take sixteen units towards a certificate. Credit one-half unit.

TEACHERS COLLEGE COURSES

Education 101. Psychology for Prospective Teachers in the Primary Grades. This course makes a study of human behavior and the instincts. An attempt is made to give the student a knowledge of the genetic development of the child, and the influence of heredity and environment is studied. The purpose of the course is to give the student sufficient knowledge of the child to enable her to handle small children understandingly and to afford her some knowledge of the learning process. Play, language, and drawing are the three typical activities selected for special consideration. Not prerequisite to Education 123. Credit three semester hours. Junior College.

Education 101. Psychology for Prospective Teachers in the Upper Grades. The emphasis in this course will be upon the social traits of childhood and early adolescense; habit formation; and memory, association, reflective thinking, and economy in learning. Not prerequisite to Education 123. Credit three semester hours. Junior college.

Education 102. Introduction to Teaching. This is an orienting professional course required of all beginning, first year college students. It attempts to cover in a brief and general way (1) the factors and means of economical study and the psychology of learning, (2) the more common elements in theory and practice of teaching, (3) a study of the needs for professionally trained teachers in the major fields of service in Kentucky, and (4) a survey of the personal and technical qualifications needed for teaching in these major fields. About one period a week is given to directed observation in the different grades of the Training School. This aids the student in deciding upon his curriculum and gives to those who drop out to teach on a provisional certificate an opportunity to learn something of present-day schoolroom technique. Credit three semester hours. Junior college.

Education 103. Technique of Teaching. This course is planned primarily for the purpose of giving the student an opportunity to study the technique employed by those in charge of the training school. A study is made of the various types of lessons, viz., inductive, deductive, problem, project, review, lesson for appreciation, etc. Emphasis is placed upon learning how to make lesson plans. One section will be devoted to the lower and one to the upper grades. Credit two semester hours. Junior college.

Education 104a. Fundamental Problems of Teaching. The purpose of this course is to enable the student to see clearly the fundamental problems, the specific needs, and the opportunities of teaching. In view of this purpose, the course gives the following: An interpretation of a school and of teaching; the specific physical, intellectual, social and moral needs of children; the meaning of a study and the meaning and specific purposes of each of the fundamental studies with the selection and arrangement of adequate subject matter for each; various ways of presenting the subject matter; the meaning of promotion and adequate standards for promotion as well as the teacher's self-evaluating standards; also the need of standardized tests and their application. Credit three semester hours. Junior or senior college.

Education 105. Observation and Method. (For Primary Teachers.) This course precedes Supervised Student Teaching and is required of those students specializing in primary education. It is the aim of the course to give the students experience in the evaluation of teaching, in organization of materials of instruction suitable for primary children, in lesson planning, in the coordination of school work with life activities, and a liberal interpretation of different methods and techniques of teaching. A syllabus, supplemented by directed observation in the primary grades, furnishes a guide to the student's reading and discussion. Credit two semester hours. Junior or senior college.

Education 105. Observation and Method. (For Upper Grade Teachers.) This course differs from the preceding one in that it deals especially with upper grade teaching, grades V to IX. Credit two semester hours. Junior or senior college.

Education 105. Observation and Method. (For Rural Teachers.) This course differs from the two preceding ones in that its content covers all elementary grades, and a part of the directed observation is done in the rural training schools. Credit two semester hours. Junior or senior college.

Education 106. Psychology of Elementary School Subjects. (a) A review of the nature of behavior and the general laws of learning. (b) A classification of elementary school subjects on the basis of objectives, stated in terms of the mental processes involved. (c) An analysis of the mental processes involved in the language and

number arts. (d) A survey, with special assigned topics according to the individual interests of the students, of the other subjects in the elementary school. (e) A sketch of the methods of measuring processes and results in the various studies. (f) A sketch of appropriate materials and methods, based on the mental processes of the various studies. Credit two semester hours. For Sophomores or senior college students.

Education 107. Tests and Measurements. This course involves a study of achievement tests and scales and their application in the measuring of the work of the school as well as a diagnosis of conditions discovered by measurement. Credit two semester hours in junior college, three semester hours in senior college. Junior or senior college.

Education 108. Supervised Student Teaching. (Primary Grades.) It is the purpose of this work to develop by practice the skills and techniques essential to successful classroom procedure, and to acquaint the student with present-day processes and devices of instruction.

At first the student teacher observes activities of the classroom, studies the children and the materials of instruction used. Under the critic's supervision activities are planned, and help is given in the performance of routine. Actual class teaching begins with small groups of children, but near the end of the term the student teacher is expected to take charge of the entire room for the whole day. All student teachers meet the critic daily for a one-hour conference period. Credit five semester hours. Junior or senior college.

Education 108. Supervised Student Teaching. (Upper Grades.) This work differs from that described for primary teachers in that it is all done in grades V to IX in the Training School. Students specializing in upper grade teaching are scheduled for this work. Credit five semester hours. Junior or senior college.

Education 108. Supervised Student Teaching. (Rural Schools.) This work differs from that described in the two preceding subjects in that all, or at least one-half, of the work is required in the rural training schools. It is intended for those college students preparing in rural education. Credit five semester hours. Junior or senior college.

Education 109. School and Community Management. This course will include work in school and class management, school organization, course of study, objective tests, attendance, school morale, the recitation, community support of the school, the means of popular appeal by the school, the health law and health offcials, the rights and privileges of the school, et cetera. Credit two semester hours. Junior college.

Education 110. History of Education. This course comprises a complete survey of the History of Education, beginning with eastern

nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development of educational theories. Middle Ages are treated in a general way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated more fully. Emphasis is placed on a study of Herbert Spencer among European educators and Horace Mann and his significance in American education. A brief study of the history of education in Kentucky is also made. Credit two semester hours, Senior college.

Education 111. Principles of Education. The purpose of this course is (1) to enable the student to summarize and systematize the theory of education with which he is supposed to have become acquainted; (2) to discuss vital relations among the bits of theory, and (3) to evaluate current practices in the light of the foregoing. Credit two semester hours. Senior college.

Education 112. Rural School Supervision. This course has reference primarily to the work of supervising teachers. A study is made of the failures and possibilities of the rural school. The organization of the school, the preparation of a constructive program, and the relation of the school to the community are included in this course. A careful study is made of the function of the supervisor and how he can best serve the teachers of his county. A study is made of the use of the circular letter, bulletins, class demonstrations, constructive criticism, classroom visitation, personal interviews, et cetera, as a means of improving the teaching. Credit three semester hours. Junior or senior college.

Education 113. Educational Sociology. The purpose of this course is to investigate the several factors and laws upon which educational theory and practice must rest, and the relation of the school to the upbuilding of the other institutions of the community. This course also treats of the social forces which determine the selection of school subjects, their content, method of presentation, and social values. Credit two semester hours. Senior college.

Education 114. Child Psychology. This course first treats child life from the biological point of view. Then a study is made of human behavior and the instincts. Play, language, and drawing are the three typical activities selected for special consideration. The influence of heredity and environment is studied. An attempt is made to give the student a knowledge of the genetic development of child life. One section for lower and one for upper grades. Prerequisites: Science 109 or a biology course in the high school. Credit two semester hours. Junior college.

Education 115. Relay Course in Education. This course is usually given during the Summer School. A number of practical school men are brought to Eastern and they offer a short course in

some field of education in which they are specially prepared. Credit two semester hours. Junior or senior college.

Education 116. Special Methods for Grade Teachers. This course is usually offered during the Summer School. A text book on methods of teaching is used and manuals on reading, spelling, arithmetic and other subjects are studied. All students taking the Special Methods Course are required to observe the critic teachers for one hour each day in the demonstration of the methods under consideration. May be taken instead of Education 105. Credit two semester hours unless Education 105 is taken, then no credit. Junior or senior college.

Education 117. County School Administration. The relation existing between the state and the county in the administration of the schools is studied first. The duties of the County Board of Education and of the work of the County Superintendent are carefully considered. The making of a budget, records and financial reports, school buildings—their location and equipment—consolidation of schools, examination and certification of teachers, supervision of teaching, the county high school and the training of teachers for the rural schools are subjects dealt with in this course. Credit three semester hours Junior or senior college.

Education 118. The Elementary School Curriculum. The purpose of this course is to show the necessity for evolving a curriculum based upon the actual needs, interests and activities of children. The students of this course are held responsible for a knowledge of the best literature on curriculum making. Credit three semester hours. Senior college.

Education 119. The Elementary Principal and His School. The nature of the work of the principal, the organization and administration of the school, the supervision of instruction and extra-school activities are the subject of this course. Credit three semester hours. Junior or senior college.

Education 120. The Elementary School.—Its organization, subject matter and methods of instruction. This course is for those planning to become supervisors and critic teachers. A study of the important aims and principles of elementary instruction and of the application of these to the selection of subject matter and materials will be pursued. Students in this course are required to do some work in observation in the Training School and to take groups of children and teach them for the purpose of demonstration, illustrating certain principles and types of teaching. A consideration of the problems and principles of supervision is a part of the work of the course. Credit five semester hours. Senior college.

Education 121. City School Administration. In this course a study is made of the School Board, the Superintendent and his relation to the Board, supervision of the schools, business administra-

tion, buildings and their equipment, school publicity, records and reports, progress of children through the schools including retardation, acceleration and elimination. Credit three semester hours. Senior college.

Education 122. Office Administration. A study of the proper equipment, necessary records and the filing of records and reports is made. The making of a budget, the proper recording of the minutes and orders of the boards, the distribution of funds, the bookkeeping of the County Superintendent and his duties as secretary of the board are problems for consideration in this course. Credit two semester hours. Junior or senior college.

Education 123. Advanced Educational Psychology. This course presents those problems in psychology which are of special significance in the learning process and in the work of education. The following topics are discussed: The psychology of learning; practice; efficiency of work; fatigue; distribution of time; transfer of training; the effect of age on learning; effect of individual capacity on learning; changes in the nervous system with practice; and the place of method, organization, selection, diagnosis and the working with concepts. Applications are made to problems of teaching. Prerequisites: Education 126 or Education 101. Credit three semester hours. Senior college.

Education 124. Principles of Secondary Education. The following topics receive careful consideration: The high school as an institution of society, its objectives, its organization and activities, and its curriculum. The methodology of the study activities of secondary education receives special attention. Prerequisites: Education 102 and Education 125. Credit three semester hours. Senior college.

Education 125. Psychology of the High School Subjects. This course acquaints the student with some of the psychological processes involved in studying the various high school subjects. It also acquaints the student with the various proposals for reorganization of the courses based upon discussions in recent educational writings. Supervised study, educational and vocational guidance. Prerequisite: Education 101 or 126. Credit two semester hours. Senior college.

Education 126. Intermediate Educational Psychology. A course for beginners in psychology with rather more preliminary training than is expected in Education 114. The chief topics covered in the course are: (1) The nature of behavior, its analogies with consciousness, and the physical mechanism of both. (2) The important contributions of biology to psychology. (3) The inherited mental equipment of man; the laws of learning, illustrated by laboratory experiments; the chief types of conscious state, and their interrelations; the development of thought processes; and the organization of the self. Prerequisite: Science 109 or an acceptable equivalent. Not to

be taken if Education 101 or Education 114 has been taken. Credit three semester hours. Senior college. Not to be counted toward a degree if Education 101 has been taken.

Education 127. See Latin 111. Senior college.

Education 129. The Consolidated School Principal. Junior or senior college.

Education 131. The Teaching of General Science. See Science 100. Senior college.

Education 133. See Science 104c.

Department of Agriculture

Mr. Cox Mr. Carter Mr. Gumbert

NORMAL SCHOOL COURSES

One unit of Agriculture is required of all students, but two more units may be elected. The two required courses are Agriculture 1, Soil and Crops, and Agriculture 2, Animal Husbandry.

Agriculture 1. Soils and Crops. A study of the common crops grown in the state, and the principles related to the maintenance of the fertility of the soil. Credit one-half unit.

Agriculture 2. Animal Husbandry. A course that deals with the study of the farm animals that are commonly found on Kentucky farms. Credit one-half unit.

Agriculture 3. Horticulture. This course includes the study of the production of orchard and garden crops. Credit one-half unit.

Agriculture 4. Farm Management. A study of those problems that arise when the farm as a business is considered, as problems in labor, renting, marketing, and size of business. Credit one-half unit.

Agriculture 5. Poultry. Credit one-half unit.

Agriculture 6. Project Work in Animal or Crop Production. Credit one-half unit.

In the latter course the student will select that farm project or enterprise in which he is especially interested and carry it to completion under the supervision of the instructor. Credit one-half unit.

TEACHERS COLLEGE COURSES

Notes.—All students except those who are preparing to become teachers of primary work are required to take one course in Agriculture before receiving the Advanced Certificate. In addition to this required course, the student may elect a maximum of twelve hours in Agriculture.

A major in Agriculture is offered to those students who are taking the work leading to the degree, B. S. in Education. This major consists of a minimum of twenty-four hours and a maximum of thirty-four hours.

The courses in Agriculture to be included in the training for the Advanced Certificate, and for the degree, should be selected on the advice of the head of the Departmnt of Agriculture.

The student who expects to prepare himself to teach vocational agriculture in the Smith-Hughes High Schools may take the first two of the four years of college work at this institution and then enter the College of Agriculture, University of Kentucky, and graduate from that institution at the end of two additional years.

Agriculture 100. General Agriculture. A course primarily intended for those students who expect to teach Agriculture in the Seventh and Eighth Grades. Junior college. Credit 3 hours.

Agriculture 102. Farm Dairying. Testing of dairy products for components and adulteration, farm butter making, cream separa-

tion, and the handling of milk on the farm. Junior college. Credit 3 hours.

Agriculture 103. Crops. The principal cereal and forage crops of the state, crop improvement, storage and marketing, crop rotations, grain judging, and testing of seeds. Junior college. Credit 3 hours.

Agriculture 104. Soils. A study of the properties and management of soils, plant foods, crop requirements, and fertilizers. Prerequisite: Inorganic Chemistry. Senior college. Credit 3 hours.

Agriculture 105. Horticulture. Fruit and vegetable production with emphasis on practical work in pruning, spraying, and management of gardens. Junior or senior college. Credit 3 hours.

Agriculture 106. Farm Management. A study of the representative types of farming, size and balance of the farm business, labor efficiency, the farm layout, and rental systems. Senior college. Credit 3 hours.

Agriculture 107. Agricultural Economics. The argicultural industry as related to other industries, land tenure, credit, farm insurance, marketing, the tariff as related to Agriculture, demand and supply, agricultural prices, and farmers' organizations. Junior or senior college. Credit 3 hours.

Agriculture 108. Rural Sociology. This course deals primarily with the conditions and influences which shape rural life and affect the welfare of rural people. Junior or senior college. Credit 3 hours.

Agriculture 109. Feeds and Feeding. A study of the principal feeds, and methods and practice of feeding farm animals. Junior college. Credit 3 hours.

Agriculture 110. Swine and Pork Production. Selection of breed and individuals, care and housing of swine, feeding for economical pork production, and disposal of breeding and fattened animals. Junior or senior college. Credit 3 hours.

Agriculture 111. Farm Poultry. Poultry house construction, feeding of poultry for egg and meat production, culling of chickens, incubation, and grading and marketing of poultry products. Junior or senior college. Credit 3 hours.

Agriculture 112. Farm Meats. The dressing and curing of meats for home consumption, the cutting of carcasses for retail trade, and practice in the preparation of poultry for market. Junior or senior college. Credit 2 hours.

Agriculture 113. Milk Production. A study of dairy cattle, judging and selection, milk secretion, breeding, feeding, and management, calf raising, and dairy barns, and equipment. Junior or senior college. Credit 3 hours.

Agriculture 114. Farm Engineering. A course involving a study of farm machines, their operation and care; farm structure; use of concrete on the farm, and the principles of drainage. Junior or senior college. Credit 3 hours.

Agriculture 120. The Teaching of Agriculture. Senior college. Credit 3 hours.

Department of English

Mr. Foster
Miss Neely
Miss Roberts
Mr. Clark
Mr. Pearson
Mr. Grinstead
Miss Buchanan
Miss Zellhoefer
Mr. Logan
Mr. Tapp
Mr. Keene

NORMAL SCHOOL COURSES

English 1. Grammar 1. This is a course in Sentence Structure and Sentence Analysis. The parts of speech are also studied in so far as the knowledge of them seems essential as a basis for self-criticism. Much stress is put upon correct speech and the avoidance of common errors. At the end of this course students must be able to write clear, concise sentences free from grammatical errors, and correctly punctuated. Credit one-half unit.

English 2. Composition 1. Here are emphasized the principles of paragraph structure; helps in securing sentence unity and sentence emphasis; aides concerning choice of words; and the correlation of composition to community life. Throughout the course students are required to give well organized oral and written narratives and short expositions in unified, coherent, and concise sentences. The course in grammar is prerequisite to this course. Credit one-half unit.

English 3a. American Literature 1. This course gives a survey of the entire field of American Literature with illustrative readings from the chief authors. Credit one-half unit.

English 3b. A continuation of English 3a. Credit one-half unit.

English 4a. English Literature 1. This course is a survey of the whole field of English Literature with illustrative readings from numerous authors. Credit one-half unit.

English 4b. English 4b is a continuation of the work as outlined in English 4a. Credit one-half unit.

English 5. Word Study. This is a study of words and their ways in English speech. Its chief aim is to create an interest in the study of words and to show that the common words of every day speech have large and interesting associations. A few lyrics and sonnets are studied to show how the author, consciously or not, had to do with the soul of words. Credit one-half unit.

English 6. Expression—Reading. Elementary work in simple reading, correct breathing, voice production, tone placing, enunciation, pronunciation, and posture. Grouping, thought sequence and subordination, central ideas and thought communication.

TEACHERS COLLEGE COURSES

English 7. Drill in English Fundamentals. This course is designed to help those who, upon entering college, have been found deficient in the fundamentals of oral and written speech. It includes grammar, spelling, pronunciation, dictation, punctuation, and composition. Three periods a week. No credit.

English 101. Oral and Written Composition. An attempt is made in this course to help the student select material for themes, to think clearly, to express his thoughts clearly, and to judge what others have written. Required of all freshmen. Credit three semester hours.

English 102. Literature for the Primary Grades. This is a study of rhymes and poems, folk tales, nature and animal stories, and realistic stories suitable for the primary grades. Junior college. Credit two semester hours.

English 103a. English and American Literature. The leading forms of English and American literature are studied. Junior or senior college. Credit three semester hours.

English 103b. A continuation of 103a. Junior or senior college. Credit three semester hours.

English 104. Fundamentals in English. An attempt is made to present the subject-matter from a professional point of view, including the history and pedagogical aspects of the subject. English majors, rural and upper grade teachers. Junior college. Credit three semester hours.

English 105. Poets, Victorian and Later. Special attention is given to Arnold, the Pre-Raphaelites, and the later poets. Senior college. Credit three semester hours.

English 106. Nineteenth Century Prose. The leading American and English essayist are studied with special attention to their social ideals. Junior or senior college. Credit three semester hours.

English 107. The Drama. Shakespeare and his England. English majors. Senior college. Credit three semester hours.

English 107a. Contemporary Drama. Senior college. Credit three semester hours.

English 108. The Short Story. Special attention is given to the American short story. Junior or senior college. Credit two semester hours.

English 109. Advanced Composition. Required for the degree of A. B. in Education. Senior college. Credit two semester hours.

English 110. World Literature. A study of Hebrew, Greek, Roman and modern European literature in translation. Senior college. Credit three semester hours.

English 111. Library Methods. This course includes accessioning, bibliography, classification, cataloging, and the use of reference books and magazine indexes. Junior college. Credit one semester hour.

English 112. Literary Projects for the Upper Grades. This course is a study of the backgrounds and peoples of story groups such as: 1. Hiawatha (Indian Life). 2. The Odyssey (Greek Life). 3. Sigurd the Volsung (Norse Myth and Norse Life). 4. Arthurian Cycle. 5. Don Quixote. 6. Robin Hood. Junior or senior college. Credit two semester hours.

English 113. The Novel. Special attention is given to the leading American writers of fiction. Senior college. Credit three semester hours.

English 114. The Teaching of Literature in the High School. Reading and evaluation of literary material for the high school. English majors. Senior college. Credit three semester hours.

English 115. (Expression 101). Drill work in breathing, tone production, tone placing, enunciation, pronunciation, corrective drill work for posture. Study of selected literature for accurate, fluent, animated reading. A special study of methods and materials used for teaching reading in the grades. Credit three semester hours.

English 116. Public Speaking. (Expression 102). An elementary course for those who have little or no experience in platform speaking. Parliamentary procedure, declamations, occasional, extempore, and impromptu speeches. Voice building and elementary work in gesture. Credit three semester hours.

English 117. Play Coaching. Essentials for students interested in amateur theatricals and for coaching of plays. Stage technique, dramatic interpretation, pantomine, costuming, make-up, scenery lighting, choosing, directing, and rehearsing plays. Credit three semester hours.

English 118. Dramatic Reading. (Expression 104). Advanced course in interpretation and impersonation. Drill work in gesture and pantomine; vocal drill for resonance, flexibility, and range. Criteria formed for preparing contestants in inter-scholastic contests and platform recitals, and in judging contests. Prerequisites: English 115, English 116 (or equivalent). Senior college. Credit three semester hours.

English 119. Story Telling. A study of various types of stories—fables, folk-tales, myths, short stories—for oral presentation. Choice of material suited to various grades. Study of principles of story telling. Intensive practice in actual telling of stories. Prerequisites, English 101 and English 102. Credit three semester hours.

English 120. Argumentation. Principles of argumentation, analysis, evidence, argument, proof, refutation. and fallacies. Brief drawing. Platform technic. Reports on lectures, political speeches, etc. Prerequisites: Required courses in Junior College English, English 115 and English 116 (or equivalent). Credit three semester hours.

English 125. Tennyson and Browning. A study of their age, their verse, and their ideals. Senior college. Credit two semester hours.

English 126. Milton. An intensive study of his major and minor poems. Senior college. Credit two semester hours.

English 130. Medieval Story. The various types of medieval story are studied: The folk epic, the beast tale, romances, the fabliau, legends, and ballads. Many of these will be found illustrated in the poetry of Chaucer. English majors. Senior college. Credit two semester hours.

Department of Social Science

Mr. Keith — Mr. Robinson
Mr. Sullivan — Miss Floyd
Mr. Dorris

NORMAL SCHOOL COURSES

Social Science 1. (Formerly 2a). American History. This is high school American History, covering the period from the beginning of our country to about the adoption of the Constitution. Credit one-half unit.

Social Science 2. (Formerly 2b). American History. This course begins with adoption of the Constitution and completes the study of American History of high school level. Credit one-half unit.

Social Science 11. (Formerly 1). Civics. This is a course in American Civics of high school level. Credit one-half unit.

Social Science 41. (Formerly 3). Ancient History. This is a semester's work in the study of Ancient History. The first half of the semester will be devoted to the study of Greek History and the last half to that of Roman History. Credit one-half unit.

Social Science 42. (Formerly 4.) Medieval and Modern History. The first half of this semester will consider Medieval History and the last half will be devoted to Modern History. Credit one-half unit.

Social Science 43. (Formerly 6.) English History. This will be a course of high school level in the study of English History. Credit one-half unit.

COLLEGE COURSES

Social Science 101. (Formerly 101.) American History for Primary Grades. This course is centered about stories of achievement and biography of American History. It links together history and heroes. Patriotic exercises, festival days and holidays are considered. Methods and materials suitable for teaching the first five grades are dealt with. Required of all students intending to teach in the primary grades. Credit three semester hours.

Social Science 102. (Given, 1925-26 as 102a.) American History. This course will involve the study of American History from the beginning to the time of Andrew Jackson. Credit two semester hours.

Social Science 103. (Formerly 102.) American History. This course continues the study of American History from Jackson to about 1890 or 1900. It is required of all students preparing to teach in the upper grades. Credit three semester hours.

Social Science 111. (Formerly 107.) American Government. This is an introductory course in Political Science. It is required of all students who are preparing to teach in the upper grades. Credit three semester hours.

Social Science 121. (Formerly 121.) Economics. This course is a study of medieval and modern commerce and industry, with an analysis of the economic causes of the relative advancement or backwardness of modern European nations. Credit three semester hours.

Social Science 122. (Formerly 119.) Economics. Principles of Economics. This is a course designed to acquaint the student with the principles of economic theory. Particular stress is laid upon the processes of production, distribution and consumption, and some attempt is made to teach the student to evaluate and analyze current loose economic thinking. Credit three semester hours.

Social Science 141. (Formerly 103a.) Medieval History. It is the purpose of this course to give a comprehensive grasp of the fundamental facts of the medieval period, and, fitting in with Ancient History and Modern History, to give a notion of the continuity of history. Credit three semester hours.

Social Science 142. (Formerly 103b.) Modern History. This course will begin about 1500 and study the social, economic and political history of Modern Europe to 1815. Credit three semester hours.

Social Science 201. (Formerly 109.) American Immigration. This course will make a thorough study of the history of Immigration into America with some of the problems arising out of it. Credit three semester hours.

Social Science 221. Economic Geography. A survey is made of the natural resources of the geographic grand divisions and of the industry and commerce of the leading nations. This is followed by a consideration of the fundamental problems of production and distribution. Some attempt is made to show how geographic influences have affected and are likely to affect man's political and economic progress. Credit three semester hours. Formerly Science 110.

Social Science 222. (Formerly 120.) Practical Economic Problems. This course is designed to follow Social Science 122. It deals in some detail with the subjects of money and banking, labor problems, the trusts, the railroads, taxation, Socialism, and social insurance. Credit three semester hours.

Social Science 231. (Formerly 111.) Sociology. This is a course in introductory Sociology. Credit three semester hours.

Social Science 241. (Formerly 118.) Ancient History. This is a course in the general history of ancient times, or a special period of Ancient History to be agreed upon by the teacher and students, with the consent of the Dean and the head of the Social Science Department. Credit three semester hours.

Social Science 242. (Formerly 112.) History of England. This is a course covering the study of English History in its relation to European political history up to 1603. Credit three semester hours.

Social Science 243. (Formerly 106.) This course will consider the recent European History and events leading up to the World

War, together with the problems of Reconstruction after the war. Credit three semester hours.

Social Science 244. (Formerly 117.) Current History. This course will study the contemporary and current political and social movements in modern nations and America. It will center its attention about the main problems and events of the present, using books just from the press and magazines as its basis. Credit two semester hours.

Social Science 301. (Formerly 104.) American History. This is a course in very recent American History, covering the period from about 1890 or 1900 to the present. Credit two semester hours.

Social Science 302. (Formerly 105.) American Ideals. An attempt is made to bring out those ideals and aspirations that are peculiarly American. American contributions to civilization and progress are studied. Credit three semester hours.

Social Science 311. (New.) Problems of American Government. This course should have as a prerequisite Social Science 111. It will take for granted a knowledge of American Government and will study the main problems with which that government has to deal. Credit three semester hours.

Social Science 321. (Formerly 122.) Economics. American Economic History. The history of American commerce, industry, transportation, banking, labor problems, business organization, monetary problems and agriculture. An analysis is made of the economic causes and results of the various American wars. Credit three semester hours.

Social Science 322. (New.) Public School Finance. The theory and practice of taxation as applied to the problems of financing the ever more expensive school system is the w of this course. Some attention is paid to general tax theory, but t of the time is spent on practical financial problems of the sc district. Credit two semester hours.

Social Science 341. (Formerly 113.) English History. This is a special course centered about the Great Rebellion or Puritan Revolution. It attempts to cover the period of Stuart reign. Credit two semester hours.

Social Science 342. (New.) English History. This course will consider English History from the end of the Stuart period to the present. Credit three semester hours.

Social Science 343. (Formerly 114.) English and American History. This course will attempt to trace the very close relations between England and America in the development of their institutions. Credit two semester hours.

Social Science 344. (Formerly 115.) European History. This is a special course in European History, covering the period 1715 to 1815. Its main theme will be the French Revolution. Credit three semester hours.

Social Science 345. (Formerly 116.) European History. The substance of this course will be the history of Modern Europe since 1815. Credit three semester hours.

Social Science 346. (New.) Latin-American History. This course will busy itself with the Economic (Industrial, Agricultural) and Political development of Latin-American states. Credit two semester hours.

Social Science 351. (Formerly 108.) Foreign Governments. This course will study the governments of some of the leading nations, attempting to compare them with each other and with our own, and to form notions of the best elements in government. It will require Social Science 111 as a prerequisite. Credit three semester hours.

Social Science 352. (Given 1925-6 as 108b.) Foreign Governments. This course is a sequence course to Social Science 351, but will not require 351 as a prerequisite. It will study other foreign governments not studied in 351. Credit three semester hours.

NOTE: Courses numbered between 100 and 200 are open only to Freshmen and Sophomores. Those courses numbered between 200 and 300 may be taken by either Junior or Senior College students, with the consent of the Dean and the Head of the Department. Courses numbered between 300 and 400 are open only to Senior College students.

Department of Mathematics

Mr. Caldwell — Mr. Park
Mr. Bryant — Mr. Boothe
Miss Botts

NORMAL DEPARTMENT

Mathematics 1. Arithmetic 1. This course will include a review of the more important parts of the state adopted text for high schools. Content will be emphasized, although considerable attention will be given to methods of teaching, especially in the rural schools. Pilot Book Two, Supplementary. Credit one-half unit.

Mathematics 2. Algebra 1. This course will include the fundamental operations; problems involving the parenthesis and substitution; simple problems in one unknown; concrete problems, developing one unknown; factoring; fractions; fractional equations with one unknown; concrete problems, developing the fractional equation wtih one unknown. Credit one-half unit.

Mathematics 3. Algebra 2. This course includes abstract simultaneous equations with two or three unknowns; concrete problems, developing the simultaneous equations; graphs; involution; evolution; theory of exponents; radical surds; quadratic equations. Credit one-half unit.

Mathematics 4. Geometry 1. This course will include the first half of plane geometry. Much original work will be assigned. The direct method of proof will be used. Credit one-half unit.

Mathematics 5. Geometry 2. A continuation of the subject of plane geometry. The indirect methods of proof will receive considerable attention in this course. Credit one-half unit.

Mathematics 6. Arithmetic 2. Complete High School Text Book 3, Supplementary. Credit one-half unit.

Mathematics 7. Algebra 3. Advanced High School Algebra.

Mathematics 8. Solid Geometry for High Schools.

MATHEMATICS

College Department

Mathematics 101. Arithmetic for Upper Grades. All the various types of problems included in grades V to VIII will be considered. This course will include a study of the best models for the solution of all types as well as the best method of presenting the different topics. It will include also a study of model lesson assignments. Drills will be given leading to accuracy and rapidity in all the fundamental calculations. Junior college. Credit three semester hours.

Mathematics 102. Arithmetic for Primary Grades. This course includes training in teaching grades I to IV. During the term, the best method of teaching all the topics belonging to these grades, will be presented. Training will be given in every recitation, leading to

rapidity and accuracy in the fundamental processes. Junior college. Credit three semester hours.

Mathematics 103. Plane Trigonometry. This course will include the solution of the right and oblique triangle; proof of the various formulas and identities related to the triangle; logarithms and interpolations; drawing the functions in the unit circle; and the development of the formulas for the sum and difference of two angles, formulas for twice a given angle and half of a given angle. Prerequisite: Plane geometry and one unit in high school algebra. Junior or senior college. Credit three semester hours.

Mathematics 104. Solid Geometry. Junior college. Credit three semester hours.

Mathematics 105. This course is a continuation of plane trigonometry and a study of spherical trigonometry. Prerequisite: Mathematics 104. Junior or senior college. Credit two semester hours.

Mathematics 106. Plane Surveying. Prerequisite: Mathematics 103. Junior or senior college. Credit two semester hours. A course in Descriptive Geometry may be substituted.

Mathematics 107a. College Algebra I. In addition to a review of the important parts of high school algebra, this course will include: Inequalities, ratio, proportion and variation, arithmetical and geometrical progressions, binomial theorem, choice and chance. Junior college. Credit three semester hours.

Mathematics 107b. College Algebra II. This course will include: Properties of quadratics, surds and imaginaries, complex numbers, determinants, and theory of equations. Prerequisite: Mathematics 107a. Junior or senior college. Credit two semester hours.

Mathematics 108. Plane Analytic Geometry. A beginning course, including the straight line, circle and the parabola. Prerequisites: Mathematics 103 and 107a. Junior or Senior College. Credit three semester hours.

Mathematics 109. A continuation of Mathematics 108. It will include a study of the ellipse, the hyperbola, polar coordinates, higher plane curves, and short course in solid analytic geometry. Prerequisite: Mathematics 108. Junior or senior college. Credit three semester hours.

Mathematics 110. Differential Calculus. Prerequisites: Mathematics 108 and 109. Senior college. Credit five semester hours.

Mathematics 111. Integral Calculus. Prerequisite: Mathematics 110. Senior college. Credit five semester hours.

Mathematics 112. Methods of teaching high school mathematics. Junior or senior college. Credit three semester hours.

Mathematics 121. Use of Statistics and Graphs. The meaning of the more common statistical measures and the process of arriving at them. The principles involved in giving information by graphs. Practical application is made of each subject treated. Junior or senior college. Credit two semester hours.

Department of Foreign Languages

Mr. Grinstead Miss Roberts Mr. Squires

NORMAL SCHOOL COURSES

Latin 1. First half of Beginning Latin.
Latin 2. Second half of Beginning Latin.
Latin 3. First half of Caesar.
Latin 4. Second half of Caesar.

TEACHERS COLLEGE COURSES

Latin 101. Latin-English Word Formation. Prefaced by a sketch of the history of language development in western Europe, the course traces the methods of compounding and deriving words, and the more common aspects of change in form and meaning. Prerequisite: Two units of high school Latin. This course is required first of all studdents electing Latin; and with the consent of the head of the department of English in individual cases, it may be counted as an elective in English. Junior college. Credit three semester hours.

Latin 102. Cicero's Early Orations. Selections from the Verrine orations, and the whole of the oration for the Manilian Law. The course will emphasize: (a) The art of the rapid reading of Latin prose for the thought, (b) the art of elegant and accurate English translation, (c) the Ciceronian vocabulary and its contribution to English, (d) the historical background of Cicero's early career, to his consulship in 63 B. C. Prerequisite: Two units of high school Latin, and Latin 101. Not open to students who offer entrance credits in Cicero. Junior college. Credit three semester hours.

Latin 103. Cicero's Later Orations. The orations against Cataline (all but one in translation); the oration for Archias; and one of the later orations; with supplementary reading from the Letters of Cicero, from Sallust's Catiline, and from Nepos' Life of Atticus. There is a weekly sasignment in the writing of Latin, based on the first oration against Catiline. Prerequisite: Latin 102 or its equivalent. Not open to students who present entrance credits in Cicero. Junior college. Credit three semester hours.

Latin 104. Latin Prose Writers. Selections from Livy, with supplementary reading from Caesar's Civil War, Cicero's Letters, and other Latin prose writers. The course aims to give a comprehensive view of Roman ideals and life as reflected in Latin prose writers; to develop the power of the rapid reading of Latin for the thought; and to study the contribution of Latin to the English vocabulary. Prerequisites: Three units of high school Latin (or two units followed by Latin 102 and 103), and Latin 101. Junior college. Credit three semester hours.

Latin 105. Latin and English Sentence Structure. A study of the outlines of the Latin and English sentence, with daily exercises in the writing of Latin graded in difficulty. Prerequisite: Three units of high school Latin and Latin 101. Junior college. Credit three semester hours.

Latin 106. Beginning Virgil. The first two books of the Aeneid, with certain supplementary reading reflecting the social and political conditions of Virgil's life and work. The course sketches the relations of Vergil to the Triumvirate; the historical and mythological materials of the Aeneid; the rhythm and literary structure of the poem; and its contribution to the vocabulary and literary ideas of English. Prerequisite: Three units of high school Latin and Latin 101. Not open to students offering Vergil for college entrance. Junior college. Credit three semester hours.

Latin 107. Second Term of Vergil. The fourth and sixth books of the Aeneid, with outside assignments from the other books. There is much rapid reading, aiming at comprehension and appreciation of the original rather than formal translation. The objectives are much the same as in the preceding course, but much attention is paid to the moral, social, religious and political ideals of Virgil. Prerequisites: Three units of high school Latin, Latin 101, and (normally) Latin 106. Junior college. Credit three semester hours.

Latin 103. Latin Poetry. Selections from the Odes of Horace, with supplementary work from Catullus, Ovid, the Eclogues of Vergil, and other poets of the Ciceronian and Augustan ages. The course aims to give a comprehensive view of the ideas and literary art of the classical Latin poets, with a study of the contribution of their vocabulary to English, and of their influence upon English literature. Prerequisites: Four units of high school Latin or its equivalent, and Latin 101. Credit three semester hours. Junior college.

Latin 109. The Teaching of Latin. A study of the psychological and pedagogical aspects of high school Latin, especially in the light of recent investigations of the teaching of Latin. When possible the course includes observation and participation in the teaching of secondary Latin. Required of all candidates for special recommendation as teachers of Latin. Prerequisites: Four units of high school Latin or its equivalent, and six hours of college Latin. Open to senior college students, and under special circumstances to sophomores majoring in Latin. Credit three semester hours.

Latin 110. Ancient Society. A course of lectures and assigned readings in English (or in Latin, for Latin majors), dealing with the structure, development and decay of society in the ancient Mediterranean lands. The aim is to develop an understanding and appreciation of those features of modern society which have been derived from the civilizations of ancient times, and particularly from the empires of the various Greek states and of Rome. Students with less than three units of Latin will be admitted only upon the advice of the head

of the department. This course may be counted as Social Science. Open to senior college students or to sophomores taking special courses if approved by the head of the department in which the student is majoring. Credit three semester hours.

Foreign Languages 111. Linguistic Psychology. Analysis of the practical aspects of language processes and experience, for the use of teachers of language, whether English or foreign. It treats of the origins of language in the individual and the race; the psychological nature of linguistic experience; the principles of phonics; the nature of the perceptive process in hearing and in reading; the acquisition and use of vocabulary; and, for students majoring in foreign language, special assignments in the psychology of foreign language teaching. Prerequisite: Two units of foreign language. Senior college. Credit three semester hours. Same as Education 127.

Latin 126. Ovid. The content, style, sources and literary influence of Ovid. Prerequisites: Latin 101, 104, and 108, or their equivalent. Senior college. Credit three semester hours.

Latin 127. Silver Latin Prose. Selections from the Letters of Pliny the Younger, the Germania and Agricola of Tacitus, the Institutes of Quintilian, and other prose writers of the Empire. Prerequisites as in Latin 126. Senior college. Credit three semester hours.

Latin 128. Advanced Vergil. A study of the materials, content and literary influence of the mature poems of Vergil, and of the principles of textual criticism as applied to Vergil's works, with aids to the teaching of Vergil in the high school. The entire Aeneid, the Eclogues and the Georgics are read. Prerequisites: Same as in Latin 126. Senior college. Credit three semester hours.

French 101. Beginning French. Particular attention is paid to pronunciation by means of the study of phonetics and constant drills. The elementary principles of French grammar are studied, with conversation in French, and the reading and writing of easy French, prepared, sight and dictated. Junior college. Credit three semester hours.

French 102. Intermediate French. A continuation of French 101, consisting of the remaining principles of grammar, including the subjunctive; with drills in pronunciation, conversation, dictation, the common idioms, reproduction in French of easy selections read, composition, and the reading of moderately easy French. Prerequisites: French 101 or one unit of high school French. For Junior College students, primarily, but Senior College students may be admitted on approval of the Dean and the head of the department. Credit three semester hours.

French 103. Advanced French. A review of French grammar, with more thorough study of idioms, the principles of irregular verbs, synonyms, drills in pronunciation, composition, and readings from representative French authors with resumes in French. Prerequi-

sites: French 101 and 102, or two units of high school French. Junior or senior college. Credit three semester hours.

French 104. French Literature. A continuation of French 103, with a more thorough study of the sounds of French and their production. The phonograph is used as an aid to pronunciation. Representative French authors since the sixteenth century are read, and the main periods and their authors are carefully outlined and studied. Prerequisites: French 101, 102, and 103, or three units of high school French. Junior or senior college.

French 126. Research French. A course in reading scientific French, in preparation for graduate research. The aim is to develop the ability to read French rapidly and silently for the thought. The structure of the French sentence is outlined, with a careful drill on the written forms of the pronominal elements with their contractions, and on the common words not similar in form to their English equivalents; the inflection of nouns and adjectives, and the tense and mood inflections of verbs. No pronunciation or composition is required. Not open to students who have taken more than a year of high school French or more than three hours of college French. Senior college. Credit three semester hours.

Department of Science

Mr. Smith — Mr. Cox
Mr. Carter — Mr. Jones
Mrs. Deane

NORMAL SCHOOL COURSES

Science 1. Geography 1. This course is designed primarily to prepare rural school teachers to teach the subject effectively. A study of North America, its political subdivisions, coast lines, topography, climate, resources, the development of its cities and industries, and the distribution of its inhabitants is made. Credit one-half unit.

Science 2. Geography 2. Both physical and economical Geography are taught in this course. The completion of a standard high school text on this subject is expected. Credit one-half unit.

Science 3. General Science. This course deals with the everyday aspects of a number of the major sciences. Its purpose is to lead the student to observe, interpret, and apply the natural phenomena encountered in daily life and to enable him to use this material in teaching in the elementary school. Credit one-half unit.

Science 4. Botany 1. First half of high school text. Credit ½ unit.

Science 5. Botany 2. Second half of high school text. Credit ½ unit.

Science 6. Chemistry 1. First half of high school text. Credit ½ unit.

Science 7. Chemistry 2. Second half of high school text. Credit ½ unit.

Science 8. Physics 1. First half of high school text. Credit ½ unit.

Science 9. Physics 2. Second half of high school text. Credit ½ unit.

Science 10. Geography of Europe, Asia, and Latin-America. This course includes a regional study of the continent; a study of the leading countries; an interepretation of the geographic aspects of the World War; the new map of Europe, the geographic and national factors associated with the determination of new boundaries in Europe and European possessions. Credit one-half unit.

TEACHERS COLLEGE COURSES

Science 100. The teaching of General Science in Secondary Schools. A course designed for prospective teachers of General Science in the Junior and Senior high schools. Students must possess a general acquaintance with the content of the physical and biological sciences before they may enter the class. The course will

be organized around the following topics (1) The history and development of General Science; (2) the making of inexpensive apparatus; (3) the sources and selection of materials for teaching General Science; (4) the lecture-demonstration as a teaching tool. This course is for the student who plans to teach the science in the junior high schools of Kentucky. Two lectures, two hours' laboratory a week. Junior or senior college. Credit three semester hours. Each semester.

Science 101. Physics 1. A general course, treating mechinics, heat, and sound; given primarily for those who desire a knowledge of physical phenomena and applications to daily life. Three lectures per week and two double laboratory periods. Junior college. Credit five semester hours.

Science 102. Physics 2. A general course, treating light, magnetism, electricity, and radio. The more general laws of magnetism and electricity are developed; practical equations derived and discussed in class. Three lectures per week and two double laboratory periods. Junior college. Credit five semester hours.

Science 103. Chemistry 1. General Inorganic Chemistry. Three lectures, four hours laboratory a week. A course which treats of the laws and theories of chemistry and of the elements and their compounds. This course is for the beginning student who wishes only a cultural knowledge of the subject as well as for the student who desires the fundamental principles of chemistry as a foundation for Home Economics and Agriculture. Each semester. For freshmen and sophomores, and sophomores and juniors. Credit five semester hours.

Science 104M. Chemistry 2. Continuation of General Inorganic Chemistry and Qualitative Analysis. Three lectures, four hours' laboratory a week. In this course the chemistry of the metallic elements is studied in connection with methods for separating and detecting the elements present in various compounds. The laboratory work consists of practice in finding the unknowns. Prerequisite: General Inorganic Chemistry. Each semester. For freshmen and sophomores, and sophomores and juniors. Credit five semester hours.

Science 104W. Chemistry 2. Household Chemistry. Three lectures, four hours laboratory a week. For Home Economics students who have had Chemistry 1. A study of the chemistry of textiles and foods. Each semester. Credit five semester hours.

Science 104b. Chemistry 3. Organic Chemistry. Three lectures, four hours laboratory a week. A study of the most important compounds of carbon. Of fundamental importance to those who expect to study nutrition. Each semester. For sophomores and juniors, and juniors and seniors. Credit five semester hours.

Science 104c. Chemical Education. General chemistry from the standpoint of the teacher. Methods for presenting different topics, dis-

cussion of text books, fitting up of laboratories, ordering of apparatus and supplies, lecture experiments, details of laboratory manipulation and routine; reports upon recent books and periodicals. Three lectures per week. Senior college. Credit three semester hours.

Science 104d. Chemistry 4. Quantitative Analysis. One lecture, four hours laboratory a week. A course which treats of the theory and practice of quantitative analysis. The laboratory work consists of practice in gravimetric and volumetric analysis. Prerequisite: Chemistry 1. Second semester. Senior college. Credit three semester hours.

Science 105. Botany 1. This study includes the structure, morphology, reproduction and ecology of the flowering plants. Field work is very essential, and all the common plants in the community must be learned by the pupil. Trips on Saturday for studying plants in thier environments will be stressed. Herbarium and notebook very important. Two lectures or recitations per week and one double laboratory period either in the laboratory or in the field. Junior College. Credit three semester hours.

Science 106. Botany 2. This course will include a study of the non-flowering plants such as the ferns, mosses, lichens, liverworts, algae, fungi, bacteria and plant diseases. Two lectures or recitations and one double laboratory period either in the field or laboratory per week. Junior College. Credit three semester hours.

Science 107a. Zoology 1. This course will include a study of the structure, development, habits, variation and usefulness of the invertebrate animals. Two recitations or lecture periods and one double laboratory period in the field or laboratory each week will be required. Field work among the insects and spiders will be stressed. Junior College. Credit three semester hours.

Science 107b. Zoology 2. This course will include a study of the vertebrate animals stressing their habits, usefulness, and general relation to man. The pupil will learn how to express his thoughts in story form about his favorite animals. Two recitations or lectures and one double laboratory period will be required per week for work in the field or laboratory. Junior College. Credit three semester hours.

Science 107c. How to Teach Biological Science. This course will consist of a study of all the good material that has been written on nature, zoology and botany and where to find it. How to present to the pupils and how to enrich it from nature by a study of these things in the field. Two lectures and one double laboratory period per week. Senior College. Credit three semester hours.

Science 108a. Nature Study 1. This course will include a study of the available material found in nature and literature that may be used in teaching pupils from the elementary grades up. Field work, trips, collections, excursions, and an intimate association with the

animal, plant, and mineral world will be stressed. Two lectures and one double laboratory period per week. Junior college. Credit three semester hours.

Science 103b. Nature Study 2. This course will include a careful study of all the material necessary to work up type studies in nature, to carry on projects and to enable pupils to express themselves in story form on the simple animals and plants. Two lectures and one double laboratory period per week will be required in the field or laboratory. Junior College. Credit three semester hours.

Science 109. Biology. This is an introductory course in general Biology, involving a study of typical forms of animal life. As far as possible, environmental material is used for laboratory study. The course aims to lead the student to form habits of accurate observation and, by clear thinking, to reach logical conclusions. Attention is called to some of the big problems of life, such as the struggle for existence, survival of the fittest, the laws of heredity, the influence of environment, and practical results of hybridization. Two recitations and one double laboratory period per week will be required. Junor College. Credit three semester hours.

Science 110. Economic Geography. This course places the emphasis on the principles of commerce—concentration of industries, transportation, government and governmental activities of the commercial world. It is a study of the "world at work." Senior College. Credit three semester hours.

Science 112. Conservation of Natural Resources. This course will involve a study of the natural resources of the United States and the world; history of the exploitation of soils, forests, mineral resources, etc.; present movement to conserve natural resources, reclamation of arid and swamp lands; reduction of erosion; conservation of minerals and forests; present use and future possibilities of water power and inland navigation. Senior college. Credit three semester hours.

Science 113. Geography of the United States and North America. This is a course for Freshmen. It is a review of Geography as taught in the Eighth Grade, and, also, stresses methods in teaching Geography in the Seventh and Eighth grades. Junior college. Credit three semester hours.

Science 114. Geology 1. This course includes a study of structural Geology. Three recitations and one laboratory period per week are required. Junior college. Credit three semester hours.

Science 115. Geology 2. This course will include a study of historical Geology. Three recitations and one laboratory period per week are required. Junior college. Credit three semester hours.

Science 118. Microbiology. This course deals with the more common micro-organisms that affect every-day life. Some bacteriological

problems of personal and public hygiene and sanitation are included. This course is especially recommended for students majoring in Home Economics. Two recitations and one double laboratory period per week will be required. Prerequisite: Science 109 or its equivalent. Senior college. Credit three semester hours.

Advanced Physiology 1. This course will include a study of the structure and composition of the tissues and organs of the human body. Two recitations and one double laboratory period per week. Junior college. Credit three semester hours.

Advanced Physiology 2. This course will include a study of functions and care of the tissues and organs of the human body. Two recitations and one laboratory period per week. Junior college. Credit three semester hours.

II. SPECIAL DEPARTMENTS

1. Art
2. Home Economics
3. Industrial Arts
4. Music
5. Physical Education

Department of Art

Miss Boldrick Miss Gibson

NORMAL SCHOOL COURSES

*Drawing 1. Sufficient knowledge of the subject to enable the student to intelligently follow plans as suggested by Supervisors of Drawing or which may be found in the various school magazines devoted to the subjest, is the aim of this course which is as follows:

1. Development of the sense of color, direction, proportion and form.

2. Linear perspective. Drawing from geometrical forms, vases, etc. Also blackboard drawing in both crayon and charcoal.

3. One finished composition in which the knowledge of line and color acquired by the student during the term is practically applied. will be required. This will be in the form of a poster, or an illustrated booklet. Credit one-fourth unit.

Drowing 2. Art structure is the subject under consideration for this semester. This will include color theory, the principles of applied design, and the working out of original patterns for silks, tapestries, etc., from flower motifs. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Art 101. Public School Art. The fundamental principles of drawing and design. The course also includes lettering, poster making, and color theory. Junior college. Credit three semester hours.

Drawing 102. Advanced Perspective. This course includes:

1. The principles governing the appearance of concentric circles.

2. The principles governing the appearance of conical shaped objects.

3. The principles governing the appearance of curved objects—vases, pitchers, cups, etc.

4. The principles governing the appearance of attachments such as handles, spouts, etc.

5. Illustrative work in crayon and charcoal.

Credit two semester hours.

Drawing 103. "Historic Ornament" is studied with the purpose of adapting the styles to modern use. These include American, Indian, Egyptian, Greek, Gothic, Renaissance, Japanese and Chinese. Credit two semester hours.

Art 104. Drawing and Painting. Prerequisite: Art 101. Credit three semester hours.

Art 106. Applied Art. The purpose of this course is to have the student apply his knowledge of design or to put to practical use the

*This course is a prerequisite for Art 103.

theory and technique of the previous design courses. Color plates are made of each problem, then applied to such objects as prachment shades, wooden book ends, silk scarfs, etc. The course also includes the building, coiling, firing and glazing of clay bodies. Aside from making pieces by hand the students are taught to use the potter's wheel. Credit three semester hours.

Art 107. Art Apprecration. The purpose of this course is, primarily to acquaint the pupil with the masterpieces of painting. Credit three semester hours.

Art 108. Advanced Drawing and Painting. Prerequisites: Art 101 and 104. Credit three semester hours.

Art 109. Painting. The course includes, still life, out-door sketching, and sketching from life. Prerequisites: Art 101, 104, and 108. Credit three semester hours.

Department of Home Economics

Miss Dix Miss Burrier

NORMAL SCHOOL COURSES

Home Economics 1. Clothing. The subject matter of this course will include hand and machine sewing, the construction of undergarments and decorative stitches. Credit one-half unit.

Home Economics 2. Food Study. This is a study of the fundamentals underlying food preparation. Credit one-half unit.

Home Economics 3. Dressmaking. Simple cotton, linen, and tub silk dresses are made. Credit one-half unit.

TEACHERS COLLEGE COURSES

To meet the minimum requirement in Science for the Advanced Certificate girls majoring in Home Economics must take Science 103 and Science 104, a total of ten hours in Chemistry, instead of Agriculture, Geography, and Nature Study. It is advised that Science 109 be taken as an elective.

Students intending to take a degree in Home Economics must take Science 103, 104, and a total of fifteen hours of Chemistry.

***Home Economics 101.** Food Preparation. This is a study of the chemical composition and the use of foods in the body. Also the fundamental principles of cooking. Junior college. Credit three semester hours.

***Home Economics 102.** Garment Making. This course gives the foundation for all sewing. It deals principally with the construction of undergarments. Junior college. Credit three semester hours.

***Home Economics 103.** Dressmaking. Cotton, silks, and woolen materials are used in the making of dresses. Commercial patterns, alterations, etc., are studied. Prerequisite: Home Economics 102 or the equivalent. Junior or Senior college. Credit two semester hours.

Home Economics 104. Textiles. This course deals with the selection and care of the various textile fibers. Credit two semester hours.

***Home Economcs 105a.** Sanitation. A study of the plumbing, ventilation, and lighting of a house; household pests and their control. Also the study of the special care of house furnishings. Junior or Senior college. Credit two semester hours.

Home Economics 105b. Interior Decoration. A study of house plans, the organization and equipment of households. Prerequisite: Art 101. Junior or Senior college. Credit three semester hours.

Home Economics 106. Household Management. A study of the sequence of household duties; the purchasing of supplies; budgeting, etc. Prerequisites: Home Economics 101, 102, 105a, 105b, and 107. Senior college. Credit two semester hours.

*Home Economics 107. Marketing, Meal Planning and Serving. Students plan and prepare meals in groups. Each student receives practical training in the duties of a host, hostess, cook and waitress. Fee $4.00. Prerequisites: Home Economics 101 and Science 103 and 104. Junior or Senior colloge. Credit two semester hours.

Home Economics 108. Millinery. The construction of frames; covering of frames; trimmings; and renovation of hat materials, is the content of this course. Prerequisite: Home Economics 102. Junior or Senior college. Credit two semester hours.

Home Economics 109. Costume Design. The study of historic costume; the effect of lines on the figure; designing, draping and cutting. Prerequisites: Home Economics 102, 103, and Art 101. Senior college. Credit three semester hours.

Home Economics 110. Dietetics. This course includes the calculating of a minimum of one hundred calorie portions of foods; planning dietaries and special diets for the sick. Prerequisites: Home Economics 101, 107, Physical Education 101, Science 103 and 104W. Senior college. Credit three semester hours.

Home Economics 111. Child Care. A general study of infant nutrition and the home care of the child. Prerequisites: Home Economics 101, 107, 102, 103. Senior college. Credit two semester hours.

Home Economics 112. Home Nursing. Girls are taught how to meet emergencies and how to take care of the sick in the home. Prerequisite: Physical Education 101. Junior or Senior college. Credit two semester hours.

Home Economics 113. Home Economics Education. Methods, observation and practice teaching; conferences and lectures. The number of hours of teaching is fixed by the head of the department. Prerequisites: Home Economics 101, 102, 103, 107, Education 101, 102, and 105, and it is advised that Education 114 be taken either before or parallel. Senior college. Credit: A minimum of one semester hour or a maximum of three semester hours.

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*Courses are required of all students majoring in Home Economics. A minimum of twelve semester hours in Home Economics is required in the two-year course and a minimum of twenty-four hours in the four-year course.

Department of Industrial Arts

Mr. Deniston Mrs. Hume

The work in manual training is arranged, first, to aid those who must for some time to come teach both industrial art subjects and academic subjects in the elementary schools or high schools of the state; second, to provide thorough preparation for students who desire to become special teachers, directors and supervisors of industrial art subjects; third, to furnish courses for students who desire to enrich the traditional lines of liberal study.

The required courses are planned for the first class, and for the second and third classes subjects are offered for individual election.

The demand for competent teachers in the industrial art subjects exceeds the total supply of such teachers from all sources. In many localities teachers are sought who can teach both the manual training work and the common branches, and better salaries are offered for this class of teachers than for teachers who can teach the common branches only.

Students doing their major work in this department should begin shop work and mechanical drawing at the same time.

NORMAL SCHOOL COURSES

Manual Training 1. Elementary Bench Work. A course in elementary work involving problems which may be worked out in the intermediate grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Credit one-half unit.

Manual Training 2. Mechanical Drawing I. A beginner's course of secondary level involving the use of instruments, freehand lettering, geometrical problems, sketching, and simple orthographic projection. Credit one-half unit.

Manual Training 3. Advanced Bench Work. A continuation of Manual Training 1. Credit one-half unit.

Manual Training 4. Mechanical Drawing II. A continuation of Manual Training 2. Credit one-half unit.

Handwork 1. This course deals with the construction work that the rural teacher should be able to do. Processes, problems, sources of guidance, and sources and choice of materials receive attention. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Manual Training 101. Elementary Mechanical Drawing. This course is for students who have never studied mechanical drawing. A time limit is set upon each drawing suitable for the average student. The work covers the study of lettering, drafting room con

ventions, methods of drafting room practice, perspective drawing, projection, inking, tracing and blue printing. Freehand sketches of problems are given to the student to make working drawings. Junior or senior college. Credit three semester hours.

Manual Training 102. Elementary Machine Drawing. A study is made of the principal forms of bolts, screw threads, nuts and conventions. The student secures his problems from perspectives with dimensions and tabular data and from sketches made from actual machine parts. Detail drawings in section, assembly drawing from details and detail from assembly drawings will constitute the main body of the course. Prerequisite: Elementary Mechanical Drawing. Junior or senior college. Credit two semester hours.

Manual Training 103. Elementary Architectural Drawing. A thorough study is made of conventions and symbols, methods of representation and drawing of various details. Particular attention is given to freehand architectural lettering and sketching. A set of plans for a small simple building is drawn by the class. Modern drafting methods are used. Prerequisite: Elementary Mechanical Drawing. Junior or senior college. Credit two semester hours.

Manual Training 104. Elementary Cabinet Making. The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction upon details of construction, glueing, scraping sanding, finishing, upholstering, and costs of materials. Junior or senior college. Credit three semester hours.

Manual Training 105. Advanced Cabinet Making and Mill Work. This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery and in methods of preventing accidents in operation. Work is required in the upkeep and care of tools and machinery. The practical work consists of: Making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber, finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisites: Elementary Cabinet Making, and Elementary Machanical Drawing. Junior or senior college. Credit two semester hours.

Manual Training 106a. Elementary Wood Turning. This course deals with various methods in turning in hard and soft woods; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used. Speed for different types of stock, the various materials used in turning and

turning as a trade, are also included. Prerequisites: Elementary Mechanical Drawing and Elementary Cabinet Making. Junior or senior college. Credit two semester hours.

Manual Training 106b. Advanced Wood Turning. A continuation of the elementary course in which the student designs his own projects. The different types of lathes, logical arrangement in shop, management and the teaching of wood turning will receive special attention. Prerequisite: Elementary Wood Turning. Junior or senior college. Credit two semester hours.

Manual Training 107. Farm Mechanics. A course involving work in wood, metal and concrete, and includes the making of such projects in wood as work bench, wagon jack, single tree, evener, poultry appliances, and concrete forms; in concrete, one or two problems in plain and reinforced construction; in forgery, a series of projects adapted to farm use. A study is made of farm implements and repair of same. A drainage project will be worked out in full. Students of agriculture and those teaching in rural and county high schools will find this a profitable course. No prerequisite. Junior or senior college. Credit two semester hours.

Manual Training 108. Patternmaking. The patternmaking course takes up the technical details in a simple way. The student makes a number of exercises embracing the fundamentals of patternmaking. The actual work consists of bench and machine woodwork and wood turning. Instruction and demonstrations cover the use of machine and hand tools, application of patternmaking principles, methods of construction, methods of turning and methods of finishing the exercises. Advanced problems are assigned as soon as the student develops special ability. Prerequisite: Elementary Mechanical Drawing, Elementary Cabinet Making and Elementary Wood Turning. Junior or senior college. Credit two semester hours.

Manual Training 109. Special Course in Manual Training. This course is for teachers wishing to review some phase of the work or to make projects of an original design. The nature of the work will be decided upon by student and instructor. Prerequisites to be decided by the instructor. Junior or senior college. Credit one semester hour.

Manual Training 110. Method in Manual Training. This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school system, equipment, planning of courses, arrangement of shops, and methods of teaching will be given the student. For two year students only. Prerequisite, six hours' credit in Manual Training. Junior college. Credit one semester hour.

Manual Training 111. Industrial Arts Design. The fundamental principles of constructive, decorative and pictorial art are studied. The problems given involve the practical application of these prin-

ciples to the various articles made in other shop courses. Actual class room work is done in designing and rendering with pencil, pen and ink, and color. Prerequisite: Elementary Mechinical Drawing. Junior or senior college. Credit two semester hours.

Manual Training 112. Cement Work. The aims of the course are to teach the fundamental principles involved in concrete construction, to make a set of forms and projects involving a knowledge of a variety of ways of making and finishing concrete. The proper care of the necessary tools and materials about the work will be taught. Prerequisite: Elementary Mechanical Drawing and Elementary Cabinet Making. Junior or senior college. Credit two semester hours.

Manual Training 113. Home Decoration. The course deals with the construction of the house, making convenient plans, location on the lot, landscaping and the principles of interior decoration. The treatment of backgrounds, furnishings and arrangements are considered. Prerequisite: Freehand Drawing or Elementary Mechanical Drawing. Junior or senior college. Credit two semester hours.

Manual Training 114. Industrial Education. A study will be made of the development and growth of the industrial movement in the United States, including the various types of schools, such as trade, continuation, part time, prevocational and vocational, and also trade and school surveys, state and federal legislation and regulation. Prerequisite: Open only to advanced students who present evidence of ability and fitness for supervisory work, or who have pursued two years' work in college. Senior college. Credit two semester hours.

Manual Training 115. Methods of Teaching Grade Work. This course covers all woodwork usually taught in grades five to eight, inclusive. It includes methods of presentation of projects, tools, and tool operations for each grade, elements of construction, and original models. This course must be completed before the student can enroll for practice teaching in the grades. Prerequisite: Six hours' credit in manual training. Senior college. Credit two semester hours.

Handwork 101. Subjects covered in this course are paper and cardboard construction with some weaving and basketry, presented in such a way as to be of special value to teachers and supervisors of the lower grades. Information is given about equipment and supplies for this work.

A large variety of different kinds of problems is worked out, using the different kinds of common media. Suggestions are given for other problems.

Some time is devoted to discussions and consideration of methods of teaching. Students are shown how the work can be correlated with subjects taught in the grades. Credit two semester hours.

Department of Music

Mr. Stewart Miss Campbell

NORMAL SCHOOL COURSES

Music 1. This course offers work along three principal lines; a study of the Theory of Music; practice of Music; the art of listening to Music. Students are made familiar with the marks of musical notation; key signatures; scales, metre; pitch names; use of piano keyboard; material to be taught in the grades and methods of presenting it. Credit ¼ unit.

Music 1. This class offers work in advance of that done in Music 1. Harmony, both elementary and some advanced work is presented, part signing; transposition; study of song analysis; triads; composition; harmonizing melodies; the practice work includes writing original melodies and harmonizing them; part singing and how introduced; study of the instruments of the Symphony Orchestra. Credit ¼ unit.

TEACHERS COLLEGE COURSES

Music 101. This course is intended for students who have had the customary musical training furnished by the average high school: marks of musical notation are studied; rules for writing music; major, minor and chromatic scales; transposition; chords; triads; study of great composers and their music; study of orchestral instruments; material for all grades; methods of teaching; two and three part songs. Credit two semester hours. Class meets four times weekly.

Music 101a. Music for Teachers of Grades I to IV inclusive. Song material, singing games, rhythm drills, toy orchestra, music appreciation, methods of presenting material, study of theory of music necessary to teach songs, use of pitch pipe, the monotone and conversational singer, seating arrangement, individual singing, program arrangement. Texts: Self Help Book No. 3, Everyday Song Book, Hollis Dann Book I. Prerequisite: Music 1. Credit two semester hours.

Music 101b. Music for Teachers of Grades V to VIII inclusive. Song and theoretical material, rhythm drill, music appreciation, A Capella singing, Solfeggio, methods of presenting material, instruments of orchestra, the adolescent voice, treatment of non-singers, cantatas and operattas for upper grades, program arrangement, use of pitch pipe. Texts: Self Help Book No. 3, Golden Book of Songs, Some Essentials in Musical Definitions. Prerequisite: Music 1. Credit two semester hours.

Music 102. This course does work in advance of Music 101 and is elective in the Teachers College course. Advanced study of the Theory of Music is taken up, elementary and advanced harmony; history of music and musicians; well known compositions; conduct-

ing the school glee club; the school orchestra; music as a socializing force, in the school and community. Material suitable for upper grades and high school; methods of presentation; the adolescent voice. Credit two semester hours. Class meets four times weekly.

Music 103. This class is intended for those grade and high school teachers who are planning to do departmental work or who wish to specialize in the teaching of music in a school in addition to their other school duties; methods of presenting theoretical points are discussed; texts to use for theory work; oral and written dictation; ear training; sight reading; ensemble; song material; operattas, cantatas, school musical programs, music festival; the monotone and non-singer: the adolescent voice. Credit two semester hours. Two meetings weekly.

Music 104. The work of this class will be done in connection with the instructor who has charge of the music in the training school and is designed for those who wish special training in public school music supervision. Opportunity for observation and a certain amount of practice teaching are offered. Credit 2 semester hours.

Music 105. Community singing, conducting community music. The community chorus. Students in this course will get practical experience in conducting singing. Credit 2 hours. Class meets four times weekly.

Music 106. Orchestra conducting. Instrumentation, Orchestration, organizing a school orchestra, financing orchestras and bands. Students in this course will get experience, where possible, in conducting orchestra practice. Credit 2 hours. Class meets four times weekly.

Music 107. Music Appreciation. (For Teachers of Primary and Intermediate Grades.) Fundamental sources of the enjoyment of music, rhythm, song, instrumental music, lesson outlines, correlation of music with other arts and branches of study, projects, special days, boyhood biographies of composers. Prerequisite: Music 1 or 101. Texts: Music Appreciation for children, Clark, Normal Music Methods, Nohavec. Junior college. Credit two semester hours.

Music 108. Music Appreciation. Organization, methods of procedure, material for orchestra, glee clubs, music appreciation classes, technique of the baton, A Capella singing, methods and material for theory of music classes. Prerequisite: Music 1 or 101. Texts: Music Education in America, Davidson; High School Music, Giddings. Junior or senior college. Credit two semester hours.

Music 109. The notation of music, the function of rhythm in music, the melodic element in music, the harmonic basis of music, the polyphonic element in music, form and design in music, acoustics in music, expression and interpretation in music. Prerequisite: Music 101. Text: The Fundamentas ol Music, Karl W. Gehrkens. Junior or senior college. Credit two semester hours.

Music 110. Music Appreciation. Folksong, art song, opera, oratorio, piano music, (the smaller forms), piano music (the sonato and concerto), chamber music, orchestral music (the classic period), orchestral music, (the modern period). Prerequisite: Music 109. Text: From Song to Symphony, Daniel Gregory Mason. Senior college. Credit two semester hours.

Music 111. Primitive and oriental instruments of percussion; wind and string instruments, primitive, oriental, and medieval; the organ, the piano and its predecessors, the violin family, wind instruments, the modern orchestra. Prerequisite: Music 110. Text: Musical Instruments, Edgar Stillman Kelley. Junior or senior college. Credit two semester hours.

Music 112. Primitive Music, medieval music, the polyphonic period, the classic period, the romantic period, music in the nineteenth century, music today and modernism, three hundred years of music in America. Prerequisite: Music 111. Text: Epochs in Musical Progress, Clarence G. Hamilton. Senior college. Credit two semester hours.

Department of Physical Education

Mr. Hembree Miss Russell

NORMAL SCHOOL COURSES

Physical Education 1. The primary aim of this course is to prepare rural school teachers to teach the subject of public health, hygiene and sanitation. Some physiology is taught in this course as a background on which to build a proper knowledge of health. Play and gymnastics as a means of producing healthier children are given proper attention. Credit one-half unit.

Physical Education 2. In this course the teacher is taught many games; also, how to supervise and direct them. Physical exercise and its relation to the health of the individual receives major emphasis. Credit one-fourth unit.

Physical Education 3. Physiology and Hygiene. Credit one-half unit.

TEACHERS COLLEGE COURSES

Physical Education 100. (Girls). Personal Hygiene. This course presents personal and general hygiene as a means for the improvement of living. It considers the meaning of health in terms of life values, the biologic approach for the study of health, the place of intelligent control in modern civilization, unscientific and irrational health proposals, ways for the improvement of health and the prevention of disease. Three recitation hours a week required. Junior college. Credit three semester hours.

Physical Education 100. (Men). Personal Hygiene. Junior college. Credit three semester hours.

Physical Education 101. Sanitary Science. This course includes a general survey of the fundamental principles of sanitary science and disease prevention, and their application to water supply, Milk and general food supply, disposal of sewage and garbage, air supply, the problems of housing, health protection of the worker, and the spread and control of communicable diseases. Some attention will be given to the problems of rural hygiene. The social and economic aspects of health problems will receive due consideration. The functions of the State Board of Health and the United States Public Health Service will be discussed. Required of all freshmen. Three recitation hours a week. Junior college. Credit three semester hours.

Physical Education 102. Play. Text book work on the theory of play, lectures on the practical management of the playground, and demonstration and practice of games. The growth of the play movement in England, Germany, and the United States is followed, with the development of municipal playgrounds and social centers. On the

practical side the following topics are treated: equipment, apparatus, courts, games, tournaments, festivals, efficiency tests, group athletics and manual constructive work. Credit two semester hours.

Physical Education 103. Physiology of Exercise. A text book course, supplemented by lectures and laboratory work, on the physiology of the muscles, nerves, circulation and respiration, with especial relation to the effects of bodily exercise. Credit two semester hours.

Physical Education 104. (Girls.) Folk Dancing. Credit one hour. Junior college.

Physical Education 104. (Boys.) Games and Recreation. Junior college. Credit one hour.

Physical Education 105. History of Physical Education. A discussion of the gymnastics of the Greeks and the Romans, of the decline and revival of exercise and sports, the growth of our modern system of physical training, the play movement, recent national and state legislation regarding physical education, is made in this course. Credit one semester hour.

Physical Education 106. German Gymnastics. This course includes running, tactics, free gymnastics (with and without apparatus), games, and methods of teaching. Credit three semester hours.

Physical Education 107. Swedish Gymnastics. This is a course in Swedish floor work, with special attention to the physical development of each individual student in the class. Credit one semester hour.

***Physical Education 108.** Football. Instruction is given each fall to about 50 men in the college game of football. A first team plays about seven or eight games with the teams of other colleges. The other men in the squad have the same instruction and practice daily on the field and can play on the teams that scrimmage against the regulars. Many men learn the game for purposes of coaching who are not physically fit to play in all phases of it. Credit one semester hour.

***Physical Education 109.** Basketball for Men. We usually have 50 or more men enrolled in basketball. A college team is selected and a second team, each playing a schedule of games with the teams of other institutions. Men not making these teams are organized into class teams and they play a tournament among themselves and with other local teams. Credit one semester hour.

***Physical Education 110.** Baseball. A large class is conducted in this sport, including a first team and several class teams. Effort is made to train all the men in the details of baserunning, batting, fielding, team play, signals, plays and rules. Credit one semester hour.

***Physical Education 111.** Track and Field Sports. A track team meets the teams, of other colleges in dual contests, and class contests are carried on among the men who are not on the team. Special instruction is given in the details of running, hurdling, jumping, starting, putting the shot and vaulting. Credit one semester hour.

*Physical Education 112. Basketball for Women. This class is offered for a limited number of students who wish to learn to coach the game, as well as for those who wish to enter it in order to try to make the varsity team. The class meets for four hours each week. Credit one semester hour.

Physical Education 113. Community Recreation. This course is intended to prepare students to direct the recreation of a community. An attempt will be made to determine what games and sports interest young people. Members of this class assist in conducting the Friday evening games in the gymnasium. Credit one semester hour. Senior college.

Physical Education 114.

Physical Education 115. Girl Scouting. Junior college.

Physical Education 120. Methods of Health Education in Elementary School. This course deals with adaptation of subject matter and methods to Health education in the elementary school. Consideration will be given to the various devices used at the present time in health teaching. Students prepare reports for presentation and discussion in class. Prerequisite: Physical Education 100 or 101. Two recitation hours a week. Senior college. Credit two semester hours.

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*The class will meet daily throughout a semester. Such subjects will be studied as the place of the game in the public school, the ethics and the etiquette of the game, and how to teach young people to play it. Attention will likewise be given to selecting, controlling, financing, equipping, and rewarding a team. As much time as can be found will be spent in playing (1) to learn to play and (2) to illustrate points in the class discussion.

Credit is not conditional on playing on the college team.

Department of Commerce

NORMAL SCHOOL COURSES

Commerce 1. Bookkeeping. An elementary course in the principles of bookkeeping. A thorough study of accounting terminology and practice with laboratory set. A knowledge of arithmetic is assumed. Credit one-half unit.

Commerce 2. Bookkeeping. A continuation of Commerce 1 which takes up partnership accounting. Laboratory and lecture work to give practice in making entries. Credit one-half unit.

Commerce 3. Shorthand. A beginning course in Gregg Shorthand. This course covers the first ten lessons of the manual and sufficient practice in reading and writing simple shorthand to give accuracy. Credit one-half unit.

Commerce 4. Shorthand. This course is a continuation of Commerce 3 and takes up the last ten lessons of the manual with reading and practice on principles. Some emphasis is given to speed in this course; seventy-five words a minute is required. Credit one-half unit.

COLLEGE COURSES

Commerce 101. Accounting. The principles of accounting with emphasis on theory and just enough laboratory work to give practice in making entries and analyzing accounts. The student should have a good course in arithmetic before attempting this course. Three hours recitation and two laboratory. Credit three semester hours.

Cmomerce 102. Accounting. A continuation of Commerce 101, emphasizing organizations and corporation accounting. At the completion of this course the student should be able to keep an ordinary set of books or to teach it in high school. Three hours recitation and two laboratory. Credit three semester hours.

Commerce 110. Business Law. A study of principles of law as applied to ordinary business practice. The purpose is not to make lawyers but to prepare the business man to avoid litigation. Contracts, wills, bailments, insurance, deeds, etc., are some of the topics studied. Three semester hours.

Commerce 111. Salesmanship. This is a course in the general principles of salesmanship and personal efficiency. It is divided into three parts. (1) The salesman. (2) The prospect, and (3) the article sold. Three semester hours.

Commerce 105. Shorthand. A study of the principles of Gregg shorthand and reading and practice in the application of these principles. A study of the development of shorthand is also made. Credit three semester hours.

Commerce 106. Shorthand. Advanced work in shorthand emphasizing speed and practice in secretarial work. Original dictation and a study of types of business letters are discussed. A speed of 100 words a minute is the aim. Credit three semester hours.

Commerce 108. Typewriting. Beginning typewriting with drills and practice on simple material. The touch system is taught and the student should be thoroughly familiar with the keyboard at the end of this course. Two recitations and three laboratory periods. Credit two semester hours.

Commerce 109. Advanced Typewriting. A study of principles of speed with sufficient practice to attain a rapid rate. Types and styles of letters are also studied. Two recitations and three laboratory periods. Credit two semester hours.

Alumni

CLASS 1907

Bailye, Eva ..... Harrodsburg
Jeffers, Jennie ..... Greenville
Mason, Mabel ..... Richmond
Rice, Alma R. ..... Richmond
Sullivan, Hattie M. .. Williamsburg

CLASS 1908

Abner, Jas. R. ..... Barbourville
Dale, C. S. ..... Epworth
Daniel, William E. ..... Red Bush
Davis, Ruth W. ..... Carlisle
Gaines, Alberta ..... Bullitsville
Gray, Caroline M. .... Williamstown
Morris, Emma Russell, Barbourville
Sullivan, Flora J. .... Williamsburg
Ward, W. B. ..... Inez
Womack, Alma ..... Oldtown

CLASS 1909

Anderson, Leslie ..... Stanford
Chandler, S. P. ..... Sip
Davis, H. L. ..... Ashland
Fallis, O. B. ..... Danville
Gifford, C. H. ..... Sardis
Holbrook, C. S. ..... Red Bush
Jones, J. C. ..... Barbourville
Morgan, Elizabeth W. ..... LaGrange
Pettus, Ila ..... Lancaster
Scott, Cathryn V. ..... Richmond
Starns, D. H. ..... Williamstown

CLASS 1910

Baker, Clyda ..... Hazard
Baker, Eunice ..... Hazard
Bergmeyer, Gretchen ..... Dayton
Boothe, I. H. ..... Richmond
Bradford, H. T. ..... Brooksville
Brooks, David ..... River
Campbell, J. B. ..... Barbourville
Caudill, W. M. ..... Hollybush
Colyer, Mary Lee ..... Richmond
Cox, Lula ..... Junction City
Culton, T. B. ..... Crab Orchard
Cundiff, E. F. ..... Somerset
Davis, Allen ..... Freestone
Davis, James S. ..... Dickman
Farley, Lela ..... Rockhold
Evans, Mattie .. Plummer's Landing
Ferguson, Burdeaux .... Winchester
Ferguson, R. C. ..... Fannin
Gragg, Everett ..... Somerset
Greenleaf, Van ..... Richmond
Hamilton, Geo. D. ..... Stout, O.
Houchins, Jennie ..... Vanarsdall
Hughes, Bessie ..... Edenton
Hylton, Cora ..... Cody
Irvine, J. S. ..... Science Hill
Jones, O. V. ..... Owenton
Long, Agnes ..... Harrodsburg
Lander, Alice E. ..... Richmond
McDougle, Ivan E. ..... Richmond
McHargue, Sue B. ..... London
Maynard, James G. .... Catlettsburg
Moneyhan, Edith ..... Augusta
Moneyhan, Edna ..... Augusta
Morgan, Libbie ..... Libbie
Mullikin, O. L. ..... Sardis
Neace, John G. ..... Booneville
Prose, Bertha ..... Irad
Qualls, Webster ..... Olive Hill
Richardson, Edgar .... Science Hill
Roling, Lena Gertrude .... Richmond
Sasser, Mrs. Alice ..... Tuttle
Scott, Elizabeth ..... Helena, Ark.
Scoville, Elizabeth ..... Atlanta
Sharon, Lowell ..... Richmond
Sherill, Robert ..... Owenton
Tartar, Gertrude ..... Cains Store
Taylor, Eva ..... Somerset
Tye, J. J. ..... Barbourville
Webb, Arnold ..... Blairs Mill
White, Catherine ..... Richmond

CLASS 1911

Alcorn, Nora ..... Greenwood
Arnold, Sue V. ..... Wheatley
Ambrgy, Maryland D. ..... Amelia
Buchanan, Lelia Gore .. Middlesboro
Brammar, John C. ..... Susie
Carter, Frank M. ..... Flora
Dyche, Emily Byers ..... London
Dodson, Flora ..... Monticello
Elmore, Mary ..... Lancaster
Everage, Mary ..... Hindman
Faulkner, Garnet ..... Catlettsburg
Huffaker, Leona ..... Lawrenceburg
Jackson, Sadie Rea .... Catlettsburg
Luttrell, Paul ..... Tackets Mill
Moore, George Mansfield .... Corbin
Meece, Virgil Franklin .... Somerset
Pettus, Mary Rebecca ..... Stanford
Parard, Marie Josephe ..... Ashland
Pollitt, Clara Edna ..... Middlesboro
Roberts, Bryon Mason .... Wheatley
Reed, Everett Hampton .... Mayslick
Reid, Homer Lloyd ..... Somerset
Schwartz, Kathryn A. ..... Covington
Tinder, Delia ..... Lancaster
Ward, Sarah Ellen ..... Paintsville
Walker, Fay Rowlett ..... Owenton

CLASS 1912

Chambers, Jay Lea ..... Kensee
Daniels, Flora B. ..... Catlettsburg
Ewen, Mabe Russell ..... Stanton
Glass, Fannie ..... Booneville
Gullett, Will Press ..... Cannel City
Hamilton, Anna Laurie .. Richmond
Jordan, Victor A. ..... Barbourville
Johnson, Sheila ..... Fort Thomas
Morgan, Arvon T. ..... Owenton
Kelley, Nora Starke ..... Euclid
Kelley, Sara Maude ..... Euclid
Lester, Lena Elizabeth ..... Tuscola
McNutt, M. H. ..... Bradford
Morriss, Marian Allen ..... Warsaw
Mathias, Anna ..... Carlisle
Rayburn, Maude Mae ..... Emerson
Rich, Ada ..... Lancaster
Schirmer, Margaret Elizabeth Ghent
Thurman, Ninnie B. ..... Nashtown
Trent, Ada ..... Lawrenceburg
Vaught, Allie A. ..... Somerset

CLASS 1913

Ambrgy, L. M. ..... Hindman
Ballard, May ..... Richmond
Bertram, Elizabeth ..... Valley
Bogie, Annie Miller ..... Richmond
Boothe, John E. ..... Richmond
Brock, Marie ..... London

Broaddus, Kavanaugh ....Richmond
Bryant, Ben .....Corbin
Caywood, James .....Wedonia
Cox, Ella K. .....Concord
Covington, Mary Q. .....Richmond
Crowder, Mabel .....Lawrenceburg
Day, James .....Caney
Day, Angella .....Hunnewell
DeLong, H. G. .....Inez
Dempsey, Corrine .....Inez
Floyd, Mary .....Somerset
George, Edythe .....Covedale
Gould, Willie .....Vincent
Hale, Mahala .....Gray
Haley, C. F. .....Brooksville
Harris, O. H. .....Hale
Hendren, Allie Elizabeth
Lancaster
Henry, Eliabeth B. .....Lexington
Johnson, Fannie .....Paintsville
Johnston, Nell .....Nicholasville
Kennard, Albert .....Augusta
Lake, Alma .....Berea
Laubisch, O. A. .....DeMossville
Lewis, W. H. .....Blaze
Lutes, S. B. .....Beattyville
McCarty, Anna Mary .....Butler
McDougle, Miree .....Richmond
Messman, Margaret .....Dayton
Mills, Howard H. .....Kenton
Oldham, Emma .....Richmond
Osenton, Mabel .....Greenup
Quillen, Marie .....Heidelburg
Remy, P. D. .....Lowder
Scoville, Magnolia .....London
Smith, May .....Troublesome
Sporing, T. B. .....California
Stidham, C. B. .....Beattyville
Stigall, Dumont .....Somerset
Taylor, Eddie .....Burnside
Taylor, Emma .....Burnside
Thomson, Henrietta .....Frankfort
Williams, E. W. .....Island City
Ware, Daisy Lynn .....Somerset

CLASS 1914

Akin, Paris B. .....Burlington
Ammermann, Mary Jane
Cynthiana
Ballard, Leonard H. ....Valley View
Bertram, Anna L. .....Valley
Bowman, Daphne H. .....Richmond
Brown, Fannie May
N. Middletown
Caldwell, Leander Cox
Catlettsburg
Calico, Zula Elizabeth .....McCreary
Coons, Nellie .....Lexington
Clark, L. A. .....South Fork
Clark, Emsy .....Odds
Cornelison, Lula McKee ..Richmond
Chrisman, J. Warren ....Covington
Davidson, Perry .....Oneida
Dempsey, Evelyn .....Inez
Deatherage, Willie Mae ..Richmond
Dodsworth, Vivian May
Cold Springs
Donahue, Anna M. .....Danville
Doty, Mary .....Richmond
Early, Beulah Newman ....Rockhold
Early, Lena Agnes .....Corbin
Gilmore, Charles M. ..Ringo's Mills
Gordon, Anna Elizabeth ....Wilmore
Gray, Mary Frances ..Harrodsburg
Hacker, Isaac .....Buena Vista
Harmon, Ella Maude .....Brumfield
Hale, Lule .....Hindman
Hayden, Maude Frances ..Richmond
Hemlepp, Emma Theresa ..Ashland
Horine, Elizabeth .....Nicholasville
Houchins, Ollie Mae ..Harrodsburg
Johnson, Rowena .....Harrodsburg
Kirk, Herschel R. .....Irvington
Lipps, Matie Louise ....Houstonville
Martin, Margarette .....Carlisle
McWhorter, Stella Mae ..Paint Lick
Myers, Nacy Bourne .....Richmond
Plummer, Nancy K.
Stamping Ground
Price, Florence Ethel ....Cottonburg
Price, Hobart V. .....Cottonburg
Price, Odessa Blaine ....Cottonburg
Rankin, Edna Mae .....Monticello
Redwine, Marcus C. ....Sandy Hook
Rice, Linnie M. .....Sumpter
Ross, Mary E. .....Sharon
Sams, Eva Edith .....Georgetown
Scoville, Hallie May .....London
Scrivner, Ruth .....Richmond
Seitz, Florris .....West Liberty
Skinner, Thomas W. ..Buena Vista
Smallwood, Enoch .....Dorton
Thompson, Stella E. .....Primrose
Tipton, Pressly H. .....London
Turner, Ervine .....Canoe
Vories, Emma DeWitt .....Sparta
Walsh, Lula .....West Liberty
Williams, B. M. .....Pineville
Whaley, Nancy Myers
Millersburg
Williams, John L. .....Pineville

CLASS 1915

Barnette, Rebecca Jayne ..Somerset
Bowan, Betsy .....Bowne
Cook, Leland .....Dema
Crawford, Albert B. .....Rose Hill
Duffy, Cornelia Read ....Cynthiana
Evans, Mollie T. .....Nicholasville
Farley, Minnie Elizabeth
Richmond
Galey, Ida Mae .....Kirksville
Gilbert, Ellyn Christena ..Richmond
Goodman, Keener C. .....Ashland
Harris, Lelia J. .....Richmond
Hampton, Daisy .....Corinth
Hickok, Katherine .....Covington
Holliday, Surrilda .....Stacy
Hearne, Hanna Jane .....Richmond
Huguely, Henry Wood ..Richmond
Lamb, Naomi N. .....Campbell
Land, Ettabelle ..Shelbyville, Ind.
Liles, Ella .....Tannery
Liles, Eva .....Tannery
Lutes, Maude Alma .....Primrose
Maupin, Ama Dillingham ..Moberly
McComis, Madge Mae
Catlettsburg
Moyers, Fannie .....Berea
Phillips, Rebekah A.
Liberty Road
Richie, William .....Fristie
Smith, C. E. .....Yale
Vogel, Clara Louise .....Newport
Wade, Saline .....Bagdad
Walker, Belle McM. ..Lawrenceburg
Ward, Forest .....Sharpsburg
White, Bess .....Richmond
Watkins, Alice E. .....London
Yates, Margaret M. .....Kingston

CLASS 1916

Adams, Louise Rhorer .....London
Akers, Ezra .....Printer
Asher, James J. .....Hyden
Bates, Joseph B. .....Kite
Bennette, Verna .....Wilmore

Blackburn, Lena ..... Covington
Brady, Maud Evelyn ..... Greenup
Bedford, Emma Chanslor
Lexington
Baker, Emma Beryl ..... Richmond
Cain, Oliver Walter ..... Bradley
Cubbage, Ann Mary ..... Owenton
Dietrich, Lois ..... Winchester
Downard, Mary Elizabeth..Sunrise
Dobrowsky, Rose ..... Richmond
Early, Nellie Katherine ..... Corbin
Gibson, Ellen Christena..Lexington
Goldenberg, Carrie ..... Vanceburg
Hays, Willie ..... Hindman
Hoskins, Ruth Gibson ....Pineville
Jones, Brilla ..... London
Kelly, Robert Lee ..... Elic
Knox, Lilly Ulah ..... Rosslyn
Lancaster, Jennie Mae ..... Ghent
Lutes, Lloyd Hardin ....Paint Lick
Little, Robert E. ....Moore's Creek
McClure, Bernice ..... Mt. Sterling
McWhorter, Howard R. ....Ashland
Monahon, Harry F....Germantown
Lawson, Nan Wood ..... Lot
Morgan, Ida ..... Slickford
Merritt, Ethel ..... Elkin
Mills, L. H. ..... Barbourville
Mason, Matilda ..... Shelbyville
Mills, S. A. ..... Hammon
Nichol, L. DeGarmo ....Springdale
Noe, Fannie ..... Paint Lick
Noland, Miriam ..... Richmond
O'Brien, Betty ..... Covington
Rucker, Lucile ..... Ludlow
Ramsey, Alice ..... Winchester
Roland, Laura Beatrice ..... Dodge
Ruby, Golden ..... Frankfort
Rucker, J. G. ..... Catlettsburg
Shearer, Mollie ..... Monticello
Shearer, James R. ..... Hindalgo
Shearer, Lee ..... Hindalgo
Stone, Stella Hubble ..... Somerset
Sturgill, Norah Marie ....Hindman
Spurlock, Eugene ..... Kirksville
Smith, Joshua ..... Ary
Smith, Prudence Allen ..... Dwarf
Stone, Lucile ..... Burgin
Turpin, Mary Kathryn
High Bridge
Thomas, Albrow B. ..... Hindman
Taylor, Hiram H. ..... Spider
Waters, Virginia Henshaw..Goshen
Wilson, Lela Frances ..... Levee
Williams, Mrs. John L....Pineville
Wills, Omar Robbins ....Covington

CLASS 1917

Adams, Mattie ..... Sharpsburg
Allman, Carrie A. ..... Richmond
Boothe, Gertrude ..... Carlisle
Baughman, Sadie S....Hustonville
Bourne, Mayme ..... Nicholasville
Bridges, Olla Ray....Stamp, Ground
Bronston, Jamie ..... Richmond
Brophy, Mary Irene ..... Jackson
Burton, Marietta E. ..... Danville
Carter, Va. Watts ..... Lancaster
Carpenter, Katie D....Harrodsburg
Champion, Ebon .....Lawrenceburg
Chandler, Eda S. ..... Owingsville
Clere, Easter L. ..... Catlettsburg
Cochran, Avonia ..... Berry
Coffey, Rena ..... Danville
Cooper, Anna E. ..... Bradford
Crowe, Lina B. ..... Paris
Crowe, Ida M. ..... Paris
Dalton, Lora I. ..... Zula
Demmin, Lillian W..... Covington
Dilgard, Louise ..... Ashland
Dotson, J. E. ..... Coleman
Ernest, Viola M. ..... Covington
Ewen, Mayme ..... Winchester
Falin, Winnie ..... Burr
Faris, Macie ..... Richmond
Galbraith, McClellan ..... Foster
Gilkerson, Florence .....Winchester
Gillespie, C. G. ..... Yale
Goldenburg, Mary G....Vanceburg
Harris, Mattie B. .....Nicholasville
Haughaboo, Susan ..... Maysville
Hedden, Daphne M..Lawrenceburg
Heflin, Frances I. ..... Winchester
Heflin, Serena ..... Winchester
Henry, Evelyn Price..Harrodsburg
Hill, Emery D. ..... Germantown
Hord, Anna M. ..... Richmond
Hubbard, Dillard ..... Crane Nest
Jones, Carrie B. ..... Hindman
Kenny, Katherine B. ..... Paris
Keyser, Sarah E. ..... Vanceburg
Lambert, Linwood K. ..... Rush
Lyon, Rachel C. ..... Hustonville
Marrs, Grace A. ..... Prestonsburg
Martin, Frances ..... Waddy
Martin, Lloyd L. .....Crab Orchard
McKee, Miriam .....Lawrenceburg
McKee, Marta Y. ..... Richmond
Moore, William ..... Booneville
Morgan, Luther Franklin..Caution
Murphy, Alfred L. ..... Strunk
Nolan, Stella ..... Poor Fork
Parard, Katherine ..... Ashland
Parker, Ruth R. ..... Ghent
Patrick, A. Hester ..... Carlisle
Pery, Bernard I. ..... Butler
Pratt, Sara Mildred....Catlettsburg
Prather, A. P. ..... Mt. Olivet
Roach, Dora E. .....Lawrenceburg
Robertson, Imogen ..... Augusta
Rowland, Clayton ..... Scoville
Saunders, Jean ..... Bronston
Schoenfeld, Ecie ..... Richmond
Searcy, Mary S. .....Lawrenceburg
Slack, Ida Mae ..... Dover
Sloan, Myrtle ..... Eubank
Smith, Katie B. ..... Richmond
Smith, H. Woodson.....Barbourville
Sword, Adeline H. ..... Crystal
Tibbals, Sarah ..... Somerset
Trimble, Kathleen ..... Somerset
Vickery, J. E. ..... Bethesda
Vories, Marion H...Campbellsville
Walker, Ellen ..... Richmond
Webb, Dermont G. ..... Nancy
Winn, Grace ..... Witt
Yeager, Carroll N..... Thealka

CLASS 1918

Burdett, Sallie S. ..... Stanford
Boudinot, Nancy ..... Frankfort
Brown, M. C. .....Lawrenceburg
Boyer, Mary L.....Campbellsburg
Boyer, Martha K....Campbellsburg
Cox, Caroline Lee ..... Ford
Cloyd, Pearl M. ..... Corbin
Cobb, Pluma ..... Owenton
Cotton, Beulah M. ..... Richmond
Chalkey, Mary Lillian....Covington
Chapman, Mollie V. .....Quicksand
Duncan, Pricilla Primrose.....Sinai
Evans, Nora Lee .....Nicholasville
Everett, Grace A. .....Covington
Garrett, Mabel Crie ..... Trinity
Gregory, Anna Lee ..... Frankfort
Gentry, Minnie W. ..... Spiro
Horn, Ama V. .....Harrodsburg
Miller, Maud M. .....Nicholasville

Morton, Mabel ..... Waddy
Miracle, James T. ..... Monticello
Montgomery, Mrs. L. H. .. Pineville
Ogg, Nina Rachel ..... Dillon, Mo.
Sanford, Carol Hudson .. Covington
Scott, Amelia Jane .... Nicholasville
Shearer, Nancy William
Red House
Steele, Flora C. ..... Frankfort
Trammel, Ella May ..... Pine Knot
Taphorn, Mary Martha .. Covington
Wilson, Huldah ..... Midway
Webb, Bennie M. ..... Ashland
York, Lottie Alice ..... Vanceburg

CLASS 1919

Ballinger, Lucy ..... Barbourville
Burchett, Minnie ..... Louisa
Champion, Lois ..... Lawrenceburg
Greathouse, Stella ..... Keene
Gudgel, Mary F. ..... Frankfort
Hacker, Mrs. Mary ..... Major
Harlow, Lora Mae ..... Bagdad
Miller, Nina ..... Harrodsburg
Mills, Otto ..... Flat Lick
McDonald, Linnie ..... Ghent
Pettey, Alice L. ..... Richmond
Powell, Rachel Mae ..... Lancaster
Rankin, Maggie Lou ..... Lancaster
Scrivner, Pearl ..... Station Camp
Shelton, Mrs. Nancy ..... White Hall
Sothard, Mary ..... Middlesboro
Thomason, Christine
N Middletown
Whaley, Lettie S. .... Flemingsburg

CLASS 1920

Binder, Josephine ..... Kenton
Campbell, Elizabeth R. ..... Myers
Coates, Mabel Ruth ..... Richmond
Calebs, Mrs. Dora ..... Lancaster
Collette, Gertrude M. ..... Berea
Capps, Mary D. ..... Bethel
Clubb, Mary Isabelle .. Pleasureville
Calico, Mamie ..... Richmond
Duncan, Archie Cosby .... Richmond
Driggs, Mabel Loud ..... Covington
Gibson, Henry H. ..... Mayking
Hopkins, Maggie ..... Carlisle
Hughes, Sibyl ..... Pleasureville
Jefferson, Elizabeth ..... Mayslick
Jett, Laura V. ..... Winchester
Jones, Lillian B. ..... Williamsburg
Moore, Bessie May .... Nicholasville
Meeks, Eugenia ..... Waddy
Montgomery, Sudie F. ..... Paris
Moss, Georgia ..... Stanford
Neal, Martha Maye ..... Mt. Olivet
Reed, Curtis ..... Elise
Risk, Louisa ..... Richmond
Stroker, Lelia E. ..... Bethlehem
Tyng, Mrs. Gladys ..... Richmond
Tilton, Jessie Lee ..... Lexington
Teater, Maude ..... Cox Creek
Thomason, Louvenia
N. Middletown
Templeton, Lona M. ..... Moberly
Warren, Sudie T. ..... Franklin, O.
Williams, Lorena ..... Louisville
Williams, Martha E. ..... Florence

CLASS 1921

Adams, Mrs. Eliz. Cain ..... Falcon
Fisceglia, Barbara ..... Middlesboro
Baker, Myrtle Lee ..... Salvisa
Browning, Grace ..... Falmouth
Coates, Rowena ..... Richmond
Clifton, Louis ..... Dry Ridge
Covington, Hester Louise
Richmond
Dickerson, Lily B. ..... Simpson
Dettwiller, Daisy D.
N. Middletown
Fincel, Clara Jane ..... Frankfort
Floyd, Marie .... West Point, Miss.
Fouch, T. E. ..... Elliottsville
Gilvan, Bessie H. ..... Bethel
Griffin, Myrtle G. ..... St. Helens
Hawkins, Nannie Belle
Lawrenceburg
Huddleston, Patty Genevieve
Middlesboro
Jewell, James William
Burning Springs
Johnson, Ruth ..... Harrodsburg
Lackey, Mary Elizabeth ..... Berea
Long, Mildred May ..... Quicksand
McCollum, Mrs. Emma
Travelers Rest
McKinney, Mary F. ..... Richmond
Monson, Sadie B. ..... Cynthiana
Mullich, Anita ..... Dayton
Reynolds, Maggie ..... Nicholasville
Rigney, Ella ..... Hustonville
Roberts, Delaine ..... Mintonville
Schormann, Huldah ..... Ashland
Stipp, Maye ..... Winchester
Story, Virginia ..... Ashland
Turley, Amy D. ..... Richmond
Watts, Ovie ..... Harrodsburg
Watts, Elsie ..... Harrodsburg
Walker, Lula Kern ..... Perryville
Yates, Emma Irene ..... Covington

CLASS 1922

Adams, Eunie Mae ..... Union
Adams, Kerney Milner
Whitesburg
Bell, Martha White .. Lawrenceburg
Broaddus, Ruth Marie ..... Lancaster
Bryant, Beulah ..... Middlesboro
Calico, Mattie ..... Richmond
Clark, Julia ..... Paris
Clark, Myrtle Marie ..... Mt. Olivet
Coates, Lana Martine .... Richmond
Colyer, Adaline ..... Mt. Olivet
Combs, Bradley ..... Whitesburg
Congleton, Mrs. Conley .. Richmond
Crook, Margaret ..... Lawrenceburg
Dettwiller, Josephine Clendenin
North Middletown
Farmer, Edna Southard
Middlesboro
Foster, Ray Pirtle ..... Marion
Fox, Amelia Elizabeth ..... Danville
Gentry, Sara Martin ..... Richmond
Gillispie, Mildred Ellen
North Middletown
Griggs, Mary Erle ..... Union City
Hall, Maye Edith ..... Pleasureville
Harlow, Pauline ..... Bagdad
Hart, Ethel E. ..... Maysville
Hayes, Alma ..... Olive Hill
Higgins, Herbert Talmage .. Pulaski
Hisle, Virginia Walker .. Richmond
Jones, Mary Joseph ..... Richmond
Latimer, Genia Ruth
Junction City
Little, Daniel Boone ..... Paint Lick
McDaniel, Mamie Clay
North Middletown
Moser, Walter Bryan .... Middleburg
Owen, Naomi Woodson ..... London
Owens, Mary Alma .. Mitchellsburg
Pendleton, Mattie E. .... Heidelburg

Perkins, Alice McGinnie
Williamsburg
Rice, Zelia ..... Richmond
Rush, Paul Moore..Shepherdsville
Samuels, Eloise ..... Richmond
Sandin, Christine ..... Richmond
Scott, Virgil B. ..... Butler
Smith, Anna May ..... Wasioto
Snyder, Bertha J..... Williamsburg
Soper, Ora Allen ..... Nicholasville
Strother, Carolyn Lucille
Campbellsburg
Taylor, Willard Cowan..... Augusta
Tucker, Glayds L. ..... Parksville
Turley, Margaret ..... Richmond
Tyree, Ralph B. ..... Rice Station
Vosloh, Helen ..... Muncie, Ind.
Warner, Hattie C. ..... Nicholasville
Watterfill, Mary Louise
Lawrenceburg
White, Joseph J. ..... Hustonville
Willoughby, Hortense ..... Richmond

CLASS 1923

Acra, C. S. ..... Florence
Akens, C. N. ..... Portis, Kansas
Allan, Alberta Clore ..... Lagrange
Allan, Charlotte Ruth..... Lagrange
Allan, Cordie Grace ..... Lagrange
Arnett, Edgar ..... Hendricks
Arthur, Alva ..... Catlettsburg
Boggs, Edith ..... Olive Hill
Botts, Josephine Chenault
Mt. Sterling
Campbell, G. W. ..... Walden
Carter, Margaret Ann
Flemingsburg
Clark, Della May ..... Mt. Sterling
Cochran, Lutie D. ..... Covington
Cochran, Mayme ..... Levee
Covington, J. Coleman..... Richmond
Cox, Ellen ..... Cynthiana
Cralle, Myrtle Marguerite
Covington
Davis, Edna ..... Nicholasville
Deatherage, Valinda ..... Richmond
Denny, Sam J. ..... Betsy
Desha, Sarah Snell ..... Cynthiana
Duckworth, Lucy M. ..... Cynthiana
Dunaway, William Dailey
Beattyville
Dunbar, Verna ..... Union City
Duncan, Mrs. Mae Kenney
Lexington
Elam, E. E. ..... Hyden
Elliott, Cecile ..... Frankfort
Goggin, Ruth Esther ..... Danville
Hansen, Eliza ..... Boyd
Hill, N. M. ..... Williamsburg
Hord, Laura Frances ..... Richmond
Hord, Ollie ..... Richmond
Hutchinson, Sarah ..... Richmond
James, Virginia Tevis..... Richmond
Jasper, Elizabeth ..... Somerset
Jayne, John ..... Richmond
Kalusy, Alice Mae ..... Eminence
Karrick, Louticia ..... Salt Lick
Kirk, Elsa Frances..... Pewee Valley
Lane, Margaret ..... Richmond
Leathers, Hettie Marie ..... Sinai
Liles, Lowell ..... Vanceburg
Lutes, Esther Florence..... Primrose
Martin, Susan Mary ..... Waddy
Martin, Tabitha ..... Stanford
Moss, Anna Britton ..... Stanford
Owens, Bess Alice ..... Pikeville
Owens, Thelma ..... Moreland
Parks, Anna Lee ..... Richmond
Pollitt, Ethel ..... Covington
Prewitt, John W. ..... Georgetown
Price, Lelia Myrtle ..... Richmond
Proctor, Roy Estes ..... Owenton
Ramsey, Jennie Elizabeth
Hustonville
Riley, Ruth ..... Covington
Risk, Margaret ..... Union City
Ross, Andrew J. ..... Richmond
Rouse, Carlos Raymond ..... Butler
Sammons, Eugene ..... Greenup
Shearer, Isaac B. ..... Frazier
Shearer, Morton ..... Bethesda
Simpson, Capitola ..... Corinth
Smiser, Louise ..... Cynthiana
Smith, Gladys ..... Richmond
Steele, Ida McKinley..Mt. Sterling
Stocker, Earle Rey ..... Richmond
Stone, Fern ..... Paris
Taylor, Mrs. Ethel Tudor
Richmond
Telford, Josephine ..... Richmond
Templeton, Hobart ..... Hyden
Vice, Mabel Ruth ..... Moorefield
Vories, Marjorie ..... Campbellsburg
Waits, Lucille Alline..... Cynthiana
Watson, Mrs. Bertie T..... Owenton
Watts, Audie ..... Harrodsburg
Wells, Lillian J. ..... Wilmore
Whaley, Margaret Katherine
Moorefield
Wilson, Maude ..... Kirksville
Wood, J. Herman ..... Pine Knot

CLASS 1924

Adams, Kearney ..... Lancaster
Aldridge, Irene Haseldon,
Lancaster
Arbuckle, Sarah Evans..... Richmond
Baker, Eula ..... Richmond
Barberick, Julia Ann,
Morning View
Bodkins, Callia Elliott..... Somerset
Bogie, Bernie ..... Richmond
Boyer, Willie ..... Campbellsburg
Bowman, Neal S. ..... Richmond
Burke, Vesta ..... Mt. Eden
Burns, Valeria Catherine,
VanArsdall
Bradshaw, Mary Stokes,
Monticello
Bryan, Robert Earl ..... Sanford
Campbell, Clara ..... Gray
Campbell, Ethel ..... Gray
Caudill, Mrs. Edith Rice..Jeremiah
Clancy, Agnes Bertha ..... Carlisle
Cochran, Kathleen ..... Berry
Combs, Nora Mae ..... Turin
Cornelison, Myrtle ..... Richmond
Coughlin, Josephine..... Germantown
Crouch, Elizabeth Cecile,
North Middletown
Day, Mary Vance ..... Somerset
Dearborn, Mae ..... Butler
Denney, Edwin R. ..... Monticello
Driggs, Eloise Polk ..... Covington
Ellis, Cecile Arthur ..... Maysville
Ellis, Henry L. ..... Houstonville
Estes, Bertha Mae ..... Science Hill
Evans, Ethel Lee ..... Davisburg
Fanning, Iva Mae ..... Salt Lick
Fields, Davis ..... Gander
Fox, Barnett Clifton..... Winchester
Garrett, Martha Helen..... Richmond
Goodpaster, Ella ..... Salt Lick
Gray, Elvah Pearl..Christiansburg
Green, Flossie Mae ..... Danville
Hall, Helen Katherine,
Pleasureville
Hance, Willie Brown ..... Glencoe

Harberson, Jane ..... Perryville
Harmon, Judson Spencer, Whitley City
Harmon, Lawrence Robert, Whitley City
Harrod, J. G. ..... Stanford
Harrod, Mrs. J. G. ..... Stanford
Hayden, Lunata ..... Richmond
Hiteman, Elsie Freda ..... Kenton
Hood, Claud M. ..... Elsie
Hord, Geneva J. ..... Richmond
Hoskins, Alma ..... Pineville
Hoskins, Alta ..... Pineville
Huff, Golda M. ..... Butler
Huffaker, Geneva ..... Lawrenceburg
Huguely, Anna Catherine, Richmond
James, Robbie ..... Richmond
Jayne, Blanche ..... Morehead
Johnson, Bryan ..... Williamsburg
Jones, Mrs. John Spencer..Parkers
Jones, Katherine ..... Rankin
Kalusey, Virginia ..... Eminence
Karrick, Ethel Mae ..... Salt Lick
Kelch, Augusta E. ..... Dover
Kennedy, Blanche ..... Somerset
Kindred, Frances Dean..Winchester
Kunkle, Mable ..... Richmond
Lacefield, Archa Saunders, Harrodsburg
Lane, Florrie Overstreet, Richmond
Lane, Ruth R. ..... Buena Vista
Little, Fay Ward ..... Paint Lick
Lowe, Lela Mae ..... Mayslick
Lutes, Verna ..... Danville
Mackey, A. B. ..... Highway
Mainous, Clayton G. ..... Coupling
McCabe, Valeria ..... Sadiesville
McDaniel, Minerva Bedford, Cynthiana
McKinney, Georgia M..... Moberley
Million, Harriett B. ..... Richmond
Mobley, Jessie Y. ..... Hitchins
Moffett, Mary Catherine, Lawrenceburg
Moreland, Lee Rogers, Hamilton, Ohio
Newby, Emma ..... Richmond
Norton, Egbert F. ..... Mt. Vernon
O'Neal, Anna Katherine..... Ghent
Osborne, Lou Elsie..... Mt. Sterling
Patrick, Grace ..... Carlisle
Pennington, Lacie Cecila, Ashland
Perkins, Edna ..... Williamsburg
Perkins, Ivy May ..... Frankfort
Pinnell, Clara Mae ..... Lagrange
Reeves, Anna Louise..... Covington
Rice, Carolyn Y. ..... Richmond
Ricketts, Dorothy M. ..... Danville
Robinson, Grace Mae ..... Danville
Rominger, Virginia ..... Hope, Ind.
Routt, Virginia ..... Hustonville
Rowand, Clarice ..... Blake
Ruble, Sunbeam ..... Beuna Vista
Shepherd, Gladys Lucile, Mt. Olivet
Sine, Pauline ..... Butler
Smith, Eddie B. ..... Hindman
Smith, Gertrude ..... Hindman
Smith, Georgiana ..... Richmond
Smith, Ray E. ..... Butler
Smith, Margaret ..... Campbellsburg
Stapleton, Eula Leah ..... Ashland
Stocker, Bonnie Mae ..... Richmond
Stokes, Sue V. ..... Monticello
Sudduth, Mary R..... Winchester
Swartz, Pauline ..... Mt. Olivet
Taulbee, Lillian Mae ..... Hazard
Taylor, Julian Holbrook..... Owenton
Taylor, Riffie B. ..... Richmond
Terrill, Dorothy M. ..... Richmond
Ulery, Ethel ..... Owingsville
Urmston, Katherine Grace, Cynthiana
Waker, Blanche ..... Perryville
Webb, Lela ..... Burning Springs
Williams, Olive Rose ..... Wurtland
Williamson, June ..... Catlettsburg
Wilson, Ella Bond, King's Mountain
Wilson, Gertrude ..... Whitley City
Witham, Evelyn E. ..... Petersburg
Word, Carroll E. ..... Concord

A. B. DEGREE CLASS 1924-1925.

Laura Isabel Bennett, Richmond, Ky.
G. W. Campbell..... Walden, Ky.
Mary I. Floyd..... Somerset, Ky.
Benjamin Franklin Hart, Burning Springs, Ky.
Elizabeth Hume..... Richmond, Ky.
J. E. Lane..... Richmond, Ky.
Hettie M. Leathers..... Sinai, Ky.
A. B. Mackey ..... Highway, Ky.
Mrs. Mary Lou Mattox, Richmond, Ky.
Elmer C. Mullins..... Corbin, Ky.
Daniel Webster Qualls, Frankfort, Ky.
Morton Shearer..... Bethesda, Ky.

LIFE CERTIFICATE CLASS 1924-1925

Kearney Adams..... Lancaster, Ky.
Lillian Alexander ..... Paris, Ky.
Corinne Calvert Arthur, Maysville, Ky.
Wilma Ethyl Bare..... Bedford, Ky.
Mimriel Louise Bare..Bedford, Ky.
Milward Beatty ..... Beattyville, Ky.
Elizabeth Bettis..... Lancaster, Ky.
Irene Bentley..Lawrenceburg, Ky.
Sallie Joe Bodkins..... Paris, Ky.
Arlie E. Boggs..... Eolia, Ky.
Bertha B. Broaddus, Lancaster, Ky.
Nellie Frances Brewer, Gravel Switch, Ky.
Goldia Eliza Brown..Mt. Ash, Ky.
Willette R. Brown..Perryville, Ky.
Hattie M. Brumback, Crittenden, Ky.
Melba W. Carter..Richmond, Ky.
Calma L. Case....Germantown, Ky.
William O. Chadwell, Island City, Ky.
Lelia Blanche Chatfield, Ashland, Ky.
Judith Katherine Clark, Paris, Ky.
Rufus H. Click..... Richmond, Ky.
Anne M. Conrad..... Dry Ridge, Ky.
Effie Margaret Cook, Nicholasville, Ky.
Alberta Lee Cooper, Maysville, Ky.
Chloe Crockett..... Sardis, Ky.
Nora Mae Combs..Winchester, Ky.
Mary Elizabeth Cox....Burgin, Ky.
Anna Cunningham..... Midway, Ky.
May Curtis ..... Richmond, Ky.
Florence M. Cuppy....Dayton, Ky.
John L. Crisp ....Sandy Hook, Ky.
Eliza Scott Crutcher, Nicholasville, Ky.

Roscoe Dalton.....Powersburg, Ky.
Mrs. Josephine Davis,
Cynthiana, Ky.
John C. Davis.....McKee, Ky.
Nellie Hart Davis....Stanford, Ky.
Mrs. Richard Davis,
Paint Lick, Ky.
Pauline Davis.....Hillsboro, Ky.
Roberta Dearborn.....Butler, Ky.
Bessie M. Devore..Worthville, Ky.
Milton Donnell.....Hutchinson, Ky.
Christine Duncan..Mt. Olivet, Ky.
Flo Fuson Evans.....Pineville, Ky.
Vivian C. Estes.....London, Ky.
Martha Rae Eversole,
Jackson, Ky.
Elizabeth E. Farmer,
Shelbyville, Ky.
Margaret Hazel Fincel,
Frankfort, Ky.
Clara Doty Fish,
Crab Orchard, Ky.
Maude Fluty .....Shelbyville, Ky.
Rayma Frazier,
Lawrenceburg, Ky.
Aileen R. Frye.....Waddy, Ky.
Lena Fuson .....Corbin, Ky.
Elizabeth Gibbs,
Lawrenceburg, Ky.
Lena Gibbs.....Lawrenceburg, Ky.
William Sawyer Gilbert,
Gibbs, Ky.
Elijah B. Hale.....Whitesburg, Ky.
Blaine Hoskins.....Richmond, Ky.
Sally M. Hensley,.....Evarts, Ky.
Minnie Grace Harris,
Middle Creek, Ky.
Harriet Houghaboo,
Maysville, Ky.
James B. Holtzclaw,
Stanford, Ky.
Jessamine D. Jacobs
Nicholasville, Ky.
Margaret Johnson.....Oldtown, Ky.
Martha Carroll Jones,
Parksville, Ky.
Marguerite Keane,
Junction City, Ky.
Genevieve C. Kinstler,
Alexandria, Ky.
Lena Koehler.....Mayslick, Ky.
Elizabeth C. King....Wilmore, Ky.
Mildred M. Knox .....Bowen, Ky.
Elizabeth Koehler....Mayslick, Ky.
Mary Derstine Lake,
Springfield, Ky.
Fayette C. Laws....Perryville, Ky.
Mrs. Roxie K. Lemon,
Williamstown, Ky.
Phoebe Lutes .....Covington, Ky.
Abbye M. Lutes.....Primrose, Ky.
Elizabeth M. Manley,
Mayslick, Ky.
Katie Matherly..Harrodsburg, Ky.
Mellie Matherly,
Harrodsburg, Ky.
William R. Mayo,
Middle Creek, Ky.
Mabel McCollum.....Levi, Ky.
Christine C. McCoy,
Frankfort, Ky.
Clarence W. Marshall,
Campton, Ky.
Jewell Matherly,
Harrodsburg, Ky.
Mrs. Lillian E. Miller,
Blue Diamond, Ky.
Jennings F. Mills..Covington, Ky.
Lena Rivers Moberley....Bruin, Ky.
Edith Moores.....Waco, Ky.

Allie Ruth Moores,
Richmond, Ky.
Catherine R. Morgan,
Harrodsburg, Ky.
Nannie Morris..Whitley City, Ky.
Leonard Moore..Moores Creek, Ky.
Josephine Myers.....Moreland, Ky.
David H. Myers.....Rochester, Ky.
Mary Edna Neal.....Wilmore, Ky.
George A. Neikirk..Richmond, Ky.
Lurlene B. Newton....Switcher, Ky.
Effie Newby.....Richmond, Ky.
D. H. Norris.....Berry, Ky.
Elizabeth North.....Frankfort, Ky.
Ethel Owens.....Mitchellsburg, Ky.
Roxie Ellen Osborne.....Dover, Ky.
Sarah Mae Pettus,
Crab Orchard, Ky.
C. P. Ramsey,
Burning Springs, Ky.
Alice Isabel Roach,
Richmond, Ky.
Bertha M. Rogers..Frankfort, Ky.
Elizabeth Reeves,
Middlesboro, Ky.
Rebecca Ross.....Oneida, Ky.
Henrietta A. Schirmer..Ghent, Ky.
S. K. Smallwood.....Eubank, Ky.
Jesse Sammons.....Louisa, Ky.
Doris E. Spillman,
Campbellsburg, Ky.
Lucille Shouse,
Lawrenceburg, Ky.
Hattie Lee Shelton....Gatliff, Ky.
John O. Sims.....Jamestown, Ky.
Lora Shoemaker.....Airdale, Ky.
Lillie Mae Snyder.....Minerva, Ky.
Edna Julia Smith..Richmond, Ky.
Robert L. Smith.....Perkins, Ky.
Erby M. Spillman,
Campbellsville, Ky.
Eva Smith.....Frankfort, Ky.
Vivian Irene Smith....Cropper, Ky.
Rena V. Steele....Mt. Sterling, Ky.
Frances J. Stone.....Danville, Ky
Charlotte Stiles.....Mayslick, Ky.
Mary R. Sudduth..Winchester, Ky.
Oma Smith Soper.....Russell, Ky.
Alice Sutton.....Lancaster, Ky.
Ella Taliaferro.....Erlanger, Ky.
Lucille Thomas,
Lawrenceburg, Ky.
Elizabeth L. Tobin,
Harrodsburg, Ky.
Ishmael Triplett.....Lackey, Ky.
Willa Tyree .....Ashland, Ky.
Elbert Tye .....Harlan, Ky.
Minnie M. Vogt.....Buechel, Ky.
Lela S. Walker .....Saxton, Ky.
Nellie Marie Watkins,
Augusta, Ky.
Stella Ward.....Paintsville, Ky.
Mabel Wasson.....Hazard, Ky.
John Brown Watts,
Richmond, Ky.
Marian T. Webber,
Shelbyville, Ky.
James V. Wert....Covington, Ky.
Albert Wilson.....Richmond, Ky.
Edith Wilds.....Burgin, Ky.
Beulah Willoughby,
Richmond, Ky.
Beatrice Wilson.....Louisville, Ky.
P. J. White.....Harrodsburg, Ky.
Jennie Pearl Witham,
Cincinnati, Ohio
Lillian A. Womack..Ashland, Ky.
Lilly Mae Wyan.....London, Ky.
Mary Maupin Wyatt,
Mt. Sterling, Ky.

Katherine Yager....LaGrange, Ky.
Thomas Yager.....LaGrange, Ky.
Josephine Yates.....Lexington, Ky.
Serena May Young,
Waynesburg, Ky.

A. B. DEGREE CLASS 1925-1926

Ammerman, Mary Jane,
Cynthiana, Ky.
Aaron, William George,
Russell Springs, Ky.
Arbuckle, Sara Evans,
Richmond, Ky.
Bowman, Neal S.....Richmond, Ky.
Carter, Melba Whittinghill,
Richmond, Ky.
Chadwell, William O.,
Island City, Ky.
Coates, Lana Martine,
Richmond, Ky.
Ellis, Henry Lawrence,
Danville, Ky.
Gullett, William Preston,
Stacy Fork, Ky.
Hood, Claude M.....Richmond, Ky.
Little, Eula Baker..Richmond, Ky.
McMullin, Mrs. Virgil,
Richmond, Ky.
Mainous, Clayton George,
Major, Ky.
Mullinix, Edna M...Richmond, Ky.
Riley, Ruth.....Covington, Ky.
Routt, Virginia....Hustonville, Ky.
Wells, Lilian Jackson,
Nicholasville, Ky.
White, Bessie Mae..Richmond, Ky.
Wilson, Maude.....Kirksville, Ky.
Watts, John Brown,
Richmond, Ky.
Word, Carroll Emerson,
Concord, Ky.
Yager, Katherine Elizabeth,
La Grange, Ky.

LIFE CERTIFICATE CLASS
1925-1926

Akens, C. N.....Mt. Victory, Ky.
Alexander, Erma.....Paris, Ky.
Alford, Bernard..Harrodsburg, Ky.
Armstrong, Roxie Violet,
Georgetown, Ky.
Arnold, Ansel.....Cynthiana, Ky.
Baker, Ruby.....Worthville, Ky.
Baldwin, Margaret,
Red House, Ky.
Barrett, Mrs. R. T...Ashland, Ky.
Barrow, Cordie Lee,
Winchester, Ky.
Beard, Anna Belle,
Bradfordsville, Ky.
Bell, Ira.....Monticello, Ky.
Bell, Mabel Jane....Cynthiana, Ky.
Bellamy, Flossie Virginia,
Richmond, Ky.
Blair, Rebecca Garred..Louisa, Ky.
Bowen, Maude S.....Stanton, Ky.
Bowman, Polly.....Turin, Ky.
Bradley, Frances F...Danville, Ky.
Brandenburg, Lillian Russell,
Red House, Ky.
Bravard, Alma....Germantown, Ky.
Brooks, Sallie Florence,
Brodhead, Ky.
Brown, Irene Thomas,
Cropper, Ky.
Brown, Ora.....Monticello, Ky.
Brown, Robert Lee.....Corbin, Ky.
Bryant, Mrs. Dora,
Winchester, Ky.
Buckley, Eleanor....Richmond, Ky.
Burns, Julia Barrett....Ewing, Ky.
Burroughs, Mildred..Raceland, Ky.
Butler, May Leanor....Canton, Ohio
Caldwell, Beatrice,
Williamstown, Ky.
Campbell, Ephraim Martin,
Walden, Ky.
Catron, George T.,
Cartwright, Ky.
Christian, Anna Lee....Rankin, Ky.
Clark, Rena Renfrew,
Mt. Sterling, Ky.
Clift, Lillian Mae....Bellevue, Ky.
Cocanougher, Hubert A.,
Brumfield, Ky.
Coleman, Grant.....Paw Paw, Ky.
Collins, Anna Pauline,
Wilmore, Ky.
Conley, Kendall.....Garrett, Ky.
Conrad, Louise Bracht,
Walton, Ky.
Corbin, Marian Gertrude,
Butler, Ky.
Craft, Manford..Laurel Creek, Ky.
Cummins, Florida,
Crab Orchard, Ky.
Daniel, Josephine Marie,
Mentor, Ky.
Dearborn, Jeanette.....Butler, Ky.
Dunbar, Mary Lou..Richmond, Ky.
Elliott, Esther Helen..Butler, Ky.
Elliott, Mabel K.....Butler, Ky.
Elston, Lillian,
Campbellsville, Ky.
Eversole, Thomas William,
Cow Creek, Ky.
Ewan, Mrs. J. V...Lexington, Ky.
Farley, Claude Herman,
Ransom, Ky.
Franz, Goldie.....Ashland, Ky.
Frazier, Evalyn.....Gunn, Ky.
Fugitt, Ruth Elizabeth,
Prestonsburg, Ky.
Gilbert, Gertrude Knox,
Winchester, Ky.
Gott, Leona .....Richmond, Ky.
Gschwind, Esther L.,
Erlanger, Ky.
Hacker, Henry L.,
De Mossville, Ky.
Hail, Lillian.....Somerset, Ky.
Harkleroad, Katherine M.,
London, Ky.
Harmon, Hettie Mabel,
Whitley City, Ky.
Harris, Martha..Middle Creek, Ky.
Hawkins, Rose.....Sanders, Ky.
Hearn, Anna Lee..Worthville, Ky.
Henderson, Oliver Warren,
California, Ky.
Hieronymus, Grace,
St. Helens, Ky.
Higgins, Viola Cecilia,
Pulaski, Ky.
Hill, Lucille.....Richmond, Ky.
Hill, Gladys.....Richmond, Ky.
Holmes, Zula J.,
Lawrenceburg, Ky.
Huff, Maggie.....Poorfork, Ky.
Hughes, Lora K.,
Pleasureville, Ky.
Hundley, Zelma B..Brumfield, Ky.
Jasper, Mary Katherine,
Richmond, Ky.
Jones, Earle D.....Richmond, Ky.
Jones, John S.....Parkers, Ky.

Kash, Ada Una....Frenchburg, Ky.
King, Katherine Elizabeth, Harrodsburg, Ky.
Lane, Anna Elizabeth, Buena Vista, Ky.
Lane, Edna.....Berea, Ky.
Lathram, Sallye F., Owingsville. Ky.
Lewis, Beulah Mae.....Wildie, Ky.
Lowe, Beulah B.....Mayslick, Ky.
Lunsford, Julia E., Alexandria, Ky.
McBrayer, Dorothy Baker, Lawrenceburg, Ky.
McCauley, Edith....Cynthiana, Ky.
McCord, Mary Katherine, Richmond, Ky.
McFarland, Dovie Mae....Otas, Ky.
McGuire, Asa F.....Richmond, Ky.
McLaughlin, Ethel.....Butler, Ky.
McMurchy, Lealia Elizabeth, Coxton, Ky.
Marshall, Mary Willis, Russell, Ky.
Martin, Estella M., De Mossville, Ky.
Martin, Margaret Wash, Lawrenceburg, Ky.
Mathewson, Ramona, Vanceburg, Ky.
Maupin, Martha Izora, Albany, Ky.
May, Mary Frances, Winchester, Ky.
Middleton, Mary Emma, Hodgenville, Ky.
Miranda, Ivy Vernila, Ashland, Ky.
Morford, Lucile..Buena Vista, Ky.
Nazor, Nannie May, Louisville, Ky.
Nickell, Mabel G.....Mise, Ky.
Noland, Emma.....Union City, Ky.
Odor, Mrs. Charles E., Williamstown, Ky.
Ohne, Ida Margaret.....Ghent, Ky.
Parrish, Dovie Blythe, Richmond, Ky.
Peele, Emily Frances, Lexington, Ky.
Porch, Lina.....Somerset, Ky.
Potts, Mabel Lee.....Newport, Ky.
Ramey, Nannie.....Carlisle, Ky.
Redmond, Mattie, Lawrenceburg, Ky.
Reynolds, Coleman, Lancaster, Ky.
Richer, Mary Margaret, Cynthiana, Ky.
Rue, Mildred.....Harrodsburg, Ky.
Salyer, Amanda Patrick, Owingsville, Ky.
Sargent, Lucy Catherine, Carlisle, Ky.
Schaeffer, Bernie L., Ashland, Ky.
Scott, Mildred Mae, Chillicothe, Ohio
Redmond, Mattie, Erlanger, Ky.
Shorte, Molly .....Winchester, Ky.
Simpson, Elizabeth..Burnside, Ky.
Singleton, Mayme Katherine, Stanford, Ky.
Steele, Mrs. Dorothy Fearing, Ashland, Ky.
Stephens, Mrs. L. A., Georgetown, Ky.
Stephenson, Lillian Gertrude, Richmond, Ky.
Summay, Clemie Clay, Mt. Sterling, Ky.
Taylor, Anna Marget, Union City, Ky.
Taylor, Frances M., Bradfordsville, Ky.
Thompson, Mrs. Forest S., Myers, Ky.
Waits, Mary Frost, Cynthiana, Ky.
Walden, Nancy Thomas, College Hill, Ky.
Wesley, Mary Helen, Ashland, Ky.
White, Francis Beulah, Jackson, Ky.
White, Virginia Russell, Jackson, Ky.
Winn, Frances C.....Danville, Ky.
Womack, Dorothy.....Ashland, Ky.
Woolums, Maude Sechrest, Richmond, Ky.
Wright, Bessie Lee, Lebanon, Ky.
Young, Alice McClellan..Elic, Ky.

Catalog of

EASTERN KENTUCKY STATE NORMAL SCHOOL *and* TEACHERS COLLEGE

RICHMOND, KENTUCKY

1927-1928

A PROFESSIONAL SCHOOL FOR TEACHERS

Eastern Kentucky Review

Vol. XXI. SEPTEMBER, 1927 No. 1.

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CALENDAR

1927

SEPTEMBER

S	M	T	W	T	F	S
....	....	....	....	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	....

OCTOBER

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NOVEMBER

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DECEMBER

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1928

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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JULY

1	2	3	4	5	6	7
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22	23	24	25	26	27	28
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AUGUST

....	....	....	1	2	3	4
5	6	7	8	9	10	11
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19	20	21	22	23	24	25
26	27	28	29	30	31	....

Calendar—1927-28

FIRST SEMESTER

Registration of students	Monday, Sept. 19, 1927.
Examinations for college entrance, for advanced standing, and for credit in the Normal School	Sept. 19 and 20 and Oct. 1
Class work begins	Tuesday, Sept. 20
Last day to register for full load	Monday. Sept. 26
Last day to register for credit	Tuesday, Oct. 11
Last classwork before Thanksgiving	Wednesday, Nov. 23
Thanksgiving recess	November 24-26
Classes resume work	Monday, Nov. 28
Last classwork before Christmas	Wednesday, Dec. 21
Christmas recess	Dec. 20 to Jan. 2, 1928
Classes resume work	Monday, January 2, 1928
First semester closes	Friday, January 27

SECOND SEMESTER

Registration of students	Monday, January 30
Examinations for college entrance, for advanced standing, and for credit in the Normal School	Jan. 30, 31, and Feb. 11
Class work begins	Tuesday, Jan. 31
Last day to register for a full load	Monday, Feb. 6
Last day to enter for credit	Tuesday, Feb. 21
Mid-semester registration	April 2, 1928
Class work begins	Tuesday, April 3
Last day to register for a full load	Thursday, April 5
Last day to register for credit	Thursday, April 12

COMMENCEMENT WEEK

President's reception to Senior class	Friday, May 25, 8 to 11 p. m.
Baccalaureate sermon	Sunday, May 27, 7:30 p. m.
Examinations	Mon. and Tues., May 28 and 29
Reception to the whole school	May 29, 7:30 to 10:30 p. m.
Class and field day	Wed., May 30, 10 a. m. to 4 p. m.
Senior class day exercises	Wednesday, May 30, 9:30 a. m.
Banquet in honor of Alumni Central University	Wednesday, May 30, 7:00 p. m.
Normal School graduation exercises	Thursday, May 31, 10:00 a. m.
Alumni business meeting	Thursday, May 31, 2:00 p. m.
Aumni banquet	Thursday, May 31. 7:00 p. m.
Commencement	Friday, June 1, 10:00 a. m.

SUMMER SCHOOL

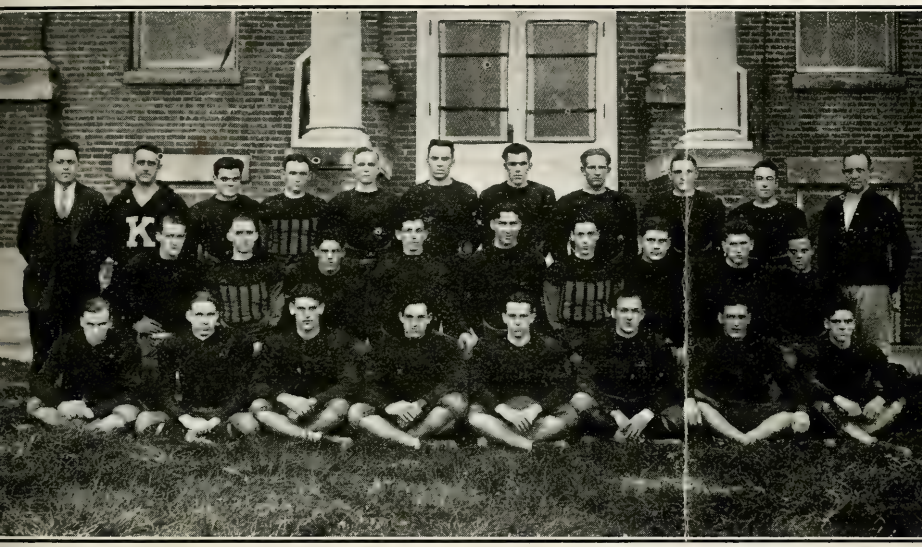
First Term

Normal School 5 Weeks		College 6 Weeks
Registration		Monday, June 4, 1928
Examinations		June 4, 5 and 16
Class work begins		Wednesday, June 6
Last day to register for a full load		Wednesday, June 6
Last day to register for credit	Normal School	Friday, June 8
	College	Saturday, June 9
Class work to make up for July Fourth		Saturday, June 30
Independence Day (no class work)		Wednesday, July 4
First term ends	Normal School	Friday, July 6
	College	Friday, July 13

Second Term

(5 weeks)

Registration	Normal School	Monday, July 9
	College	Monday, July 16
Class work begins	Normal School	Tuesday, July 10
	College	Wednesday, July 18
Last day to register for a full load		
	Normal School	Wednesday, July 11
	College	Wednesday, July 18
Last day to register for credit	Normal School	Friday, July 13
	College	Saturday, July 21
Examinations		July 9, 10, 16, 17 and 28
Second term closes	Normal School	Friday, Aug. 10
	College	Friday, Aug. 17



SEASON'S RESULTS

Eastern	0	—Marshall College	34
Eastern	13	—Lincoln Memorial College	0
Eastern	0	—Georgetown College	27
Eastern	0	—Transylvania College	15
Eastern	48	—Union College	6
Eastern	7	—Indiana Teachers College	10
Eastern	41	—E. Tenn. Normal School	6
Eastern	19	—St. Marys College	0
Eastern	0	—Morris-Harvey College	3

SEASON'S RESULTS

Eastern.....	1—Wesleyan 11	Eastern.....	6—Transylvania .. 1
Eastern.....	14—Union 7	Eastern.....	4—Morehead 2
Eastern.....	8—L. M. U..... 7	Eastern.....	5—Louisville 8
Eastern.....	8—Georgetown 9	Eastern.....	5—Western 15
Eastern.....	0—Wesleyan 7	Eastern.....	6—Western 2
Eastern.....	3—Union 4	Eastern.....	5—Centre 1
Eastern.....	2—Transylvania .. 0	Eastern.....	5—Georgetown 1

SEASON'S RESULTS

Eastern	15	Georgeton College	25
Eastern	10	Transylvania College	29
Eastern	29	Paris Y. W. C. A.	11
Eastern	7	Kentucky Wesleyan College	20
Eastern	11	Transylvania College	24
Eastern	12	University of Louisville	33
Eastern	16	Western Teachers College	45

BOARD OF REGENTS

McHENRY RHOADS
State Superintendent of Public Instruction, Ex-Officio Chairman

JUDGE J. W. CAMMACK, Owenton, Kentucky
Secretary of Board
Term Expires 1928

HON. C. F. WEAVER, Ashland, Kentucky
Term Expires 1928

HON. H. M. BROCK, Harlan, Kentucky
Term Expires 1930

HON. J. A. SULLIVAN, Richmond, Kentucky
Term Expires 1930

EXECUTIVE COMMITTEE

HON. J. A. SULLIVAN, Chairman
HON. R. E. TURLEY, Treasurer
HON. McHENRY RHOADS
HON. H. M. BROCK
PRESIDENT T. J. COATES

NORMAL EXECUTIVE COUNCIL

HON. McHENRY RHOADS
Ex-Officio President of the Council

H. H. CHERRY,
President of Western Normal, Vice President of the Council

T. J. COATES,
President of Eastern Normal, Secretary of the Council

The Faculty

THOMAS J. COATES, A. B. and A. M.,
President
HOMER E. COOPER, A. M. and Ph. D.,
Dean of the Faculty—Education
RACHEL ACREE, B. S.,
Critic, Home Economics—Training School
MARY KING BURRIER, B. S. and A. M.,
Home Economics
*ISABEL BENNETT, A. B.,
Assistant Librarian
**I. H. BOOTHE, B. Ped.,
Mathematics
G. O. BRYANT, A. B.,
Mathematics
PEARL BUCHANAN, A. B.,
Reading and Expression
**VIRGIL E. BURNS, A. B.,
Civics
C. E. CALDWELL, A. B. and A. M.,
Mathematics
JANE F. CAMPBELL, A. B.,
Piano
FALLEN CAMPBELL,
Acting Director of Extension and Field Agent
KATIE CARPENTER,
Rural Critic—Kavanaugh Principal
Graduate of Eastern—One year State University
A. B. CARTER, B. S. and A. M.,
Biology and Farm Manager
*REX W. COX, B. S. and M. S.,
Agriculture
MRS. EMMA Y. CASE, A. B.,
Critic Rural School
ROY B. CLARK, A. B. and A. M.,
English
MEREDITH J. COX, A. B. and A. M.,
Chemistry
MRS. MARY B. DEANE, A. B.,
Geography

*On leave of absence for a year.
**On leave of absence for a semester.

NOBLE G. DENISTON. B. S.,
Industrial Arts
**RUTH DIX, B. S.,
Home Economics
J. T. DORRIS, A. B., A. M., Ph. D.,
Social Science
R. A. EDWARDS, A. B. and A. M.,
Director of the Training School
D. T. FERRELL, A. B. and A. M.,
Secondary Education
MARY FLOYD, A. B.,
History and English
EDITH G. FORD, A. B.,
Commercial Education
MAUDE GIBSON,
Graduate Lebanon Normal University—Art
GEO. GUMBERT, B. S.,
Agriculture
MAY C. HANSEN,
Graduate Oshkosh State Normal School—Critic, Grade 1
GEORGE N. HEMBREE, B. C. S.,
Physical Education for Men
ELIZA HUGHES,
Graduate New Haven School, Physical Education
Physical Education for Women
MRS. STANTON B. HUME,
Kentucky Presbyterian Normal School—Industrial Arts
W. C. JONES, B. S. and A. M.,
Mathematics
*R. E. JAGGERS, A. B. and A. M.,
Education
C. A. KEITH, B. A., M. A. and Ph. D., (lacking Thesis)
History
W. L. KEENE, B. S. and A. M.,
English
A. J. LAWRENCE,
Bachelor of Commercial Science—Commercial Education
CORA LEE, A. B.,
Special Critic, Grades 7, 8 and 9
**MARGARET LINGENFELSER,
Critic, Grade 2
M. E. MATTOX, B. S. and A. M,
Education—Registrar
MARY FRANCES McKINNEY, B. S.,
Geography

*On leave of absence for a year.
**On leave of absence for a semester.

E. D. MESNER, A. B. and A. M.,
Psychology

BESS MOORE,
Second Assistant, Librarian

**WINNIE DAVIS NEELEY, B. S.,
English

SMITH PARK, B. S. and A. M.,
Mathematics and Physics

MINNIE PIGG,
Graduate Eastern Kentucky State Normal School and Teachers College (Two-year Course)—Assistant Green's Chapel School

REBECCA THOMPSON, B. S.,
Critic, Grade 3

EUGENE PEARSON, A. B.,
English

MABEL POLLITT, A. B.and A. M.,
Latin

**MAE POWELL, B. S.,
Critic Grade 5

MARY ESTELLE REID,
Graduate of Library Administration, University of Nashville—Librarian

KATHERINE ROBERTS, A. B.,
French and English

MARIE L. ROBERTS,
Graduate Western College for Women, Oxford, Ohio—Dean of Women

RUBY RUSH, A. B.,
Special Critic Teacher, Grades 7, 8, 9

HELEN H. RUSSELL, A. B.,
Physical Education for Women

ANNA A. SCHNIEB, A. B. and A. M.,
Education

J. W. SCUDDER, A. B. and M. D.,
Physiology and Hygiene

EVELYN SLATER, B. S.,
Home Economics

GEORGE DRURY SMITH, A. B. and B. S.,
Nature Study

JOHN ORR STEWART, JR., A. B. and A. M.,
Public School Music

VIRGINIA STORY, B. S.,
Critic, Grade 4

**M. R. SULLIVAN, A. B. and A. M.,
Economics and History

**On leave of absence for a semester.

DIRECTOR OF EXTENSION
(To be supplied)
HAMBLETON TAPP, A. B. and A. M.,
English
MRS. GLADYS TYNG, B. S.,
Critic, Grade 6
MAUDE TAYLOR, A. B.,
Critic Teacher
SAMUEL WALKER, A. B.,
Education
WINONA WILLIAMS,
Cataloger
EDNA ZELLHOEFER, A. B. and A. M.,
English
H. H. BROCK, A. B.,
Correspondence Department
L. G. WESLEY, A. B.,
Correspondence Department

Administrative Force

G. M. BROCK, Business Agent

E. P. McCONNELL, Bookkeeper

FALLEN CAMPBELL, Field Representative

KATHERINE MORGAN, Secretary to the President

MAYE M. WALTZ, Secretary to Business Agent

CORYNNE LOWE, Stenographer, Business Office

AUGUSTA DAUGHERTY, Stenographer, Business Office

FRANCES HOOVER, Stenographer, Business Office

CAROLYN MERRELL, Stenographer, Extension Department

MRS. ELBRIDGE NOLAND, Assistant Registrar

MARIAN WEBBER, Secretary to Director of Extension

EUNICE WINGO, Secretary to Dean of Women

KATHLEEN BRAND, Secretary to Dean

FRED BALLOU, Book Store Clerk

ISABEL SPEAKS, Stenographer, Registrar's Office

MARY SULLIVAN, Housekeeper, Sullivan and Burnam Hall

W. A. AULT, Superintendent of Power Plant, Buildings and Grounds

EDNA E. WHITE, Registered Nurse

EDITH L. McILVAIN, Supervisor of Cafeteria

Faculty Organization

COMMITTEES

Alumni and Senior Class

PARK, TAPP, FLOYD, NEELY, SULLVAN, BURNS
Meets first Tuesday each calendar month at 4:40 p. m.

Certification and Graduation

COOPER, MATTOX, POLLITT, CALDWELL, ROBERTS, M.
Meets on call of the chairman.

Classification and Student Schedules

COLLEGE

Keith and all members of college faculty except those on other committees meeting at same time.

NORMAL HIGH SCHOOL

Jones and all members of the normal faculty not otherwise engaged.
Meets on the first Monday of each semester and each summer school at 8 o'clock.

Credits and Credentials

MATTOX, CALDWELL, POLLITT, CLARK, DORRIS, CARTER
Meets on first Monday each semester, second mid-semester, and each summer school at 4:40 p. m.

Entrance Examinations

DORRIS, ZELLHOEFER, McKINNEY, JONES, MORRIS, BRYANT
Meets on the first Tuesday of each semester, mid-semester, and summer term at 9 o'clock.

Lyceum Course and Entertainments

BUCHANAN, CALDWELL, STEWART, LAWRENCE, DEANE
Meets on the first Wednesday of each month at 4:40 p. m.

Library Committee

REID, COOPER, KEITH, CLARK, EDWARDS, CALDWELL, COX, M.
Meets on the first Thursday in each calendar month at 4:40 p. m.

Library Committee of the Normal School

WALKER, REID, JONES, TAPP, FLOYD, PEARSON, BRYANT
Meets on Third Friday of each month at 4:40 p. m.

Athletics

CARTER, EDWARDS, RUSSELL, KEITH, HEMBREE, GUMBERT
Meets on the second Friday in each calendar month at 4:40 p. m.

Societies, Clubs and Forensics

KEENE, TAPP, ZELLHOEFER, PEARSON, CAMPBELL
Meets on the second Tuesday each calendar month at 4:40 p. m.

Student Publications—Milestone and Progress

TAPP, DENISTON, NEELY, LAWRENCE, GIBSON, ROBERTS, K.
Meets on second Wednesday of each calendar month at 4:40 p. m.

Eastern Kentucky Review—Catalog

SCHNIEB, CLARK, MATTOX, KEENE, PEARSON
Meets on second Thursday in each calendar months at 4:40 p. m.

Curriculum Committee

COOPER, EDWARDS. DORRIS, CLARK, SCHNIEB
Meets on third Friday in each calendar month at 4.40 p. m.

Student Welfare, Discipline and Grievances

KEITH, ROBERTS, M., SCHNIEB, WALKER, SCUDDER
Meets on call of the chairman.

Rules and Regulations

COOPER, KEITH, CALDWELL, EDWARDS, POLLITT, CARTER
Meets on call of the chairman.

Social and Receptions

GIBSON, HUME, HUGHES, DIX, BURRIER
Meets on call of the chairman.

The Training School

Edwards, the critic teachers, and the teachers of Education.
Meets on call of the chairman.

Extension Committee

JONES, RUSSELL, CAMPBELL, F., COOPER, DORRIS, SMITH
Meets on the fourth Tuesday in each month at 4:40 p. m.

Note:—A special meeting of any committee will be called by its chairman on the written request of three of the members of such committee.

FOREWORD

A word as to some of the policies of Eastern. Kentucky has seen fit to establish four state normal schools and teachers colleges for the purpose of training the teachers of the various kinds of schools. She has made ample appropriations for the time being for the buildings and the maintenance of these schools. These schools have been located in different parts of the state for the purpose of being accessible to the pupils of the state. It is not the policy of the administration at Eastern to compete with any other normal school or teachers college in territory that geographically belongs to it. This would be to oppose the State in her plans to educate her teachers. There is a territory that because of geography and roads naturally belongs to Eastern. This territory we purpose to work intensively and to urge prospective students to attend Eastern. We also purpose to work intensively those line counties that may belong to one school or another, expecting Morehead and Bowling Green to do the same. We also expect to send representatives occasionally into territory that naturally belongs to the other schols but never to compete with them. These representatives are instructed to urge students to go to some school, and to describe the advantages of Eastern, not the advantages of Eastern as compared with other schools, for we believe that comparisons are odious. In these statements we do not mean that every student should always attend his own school. We believe it would be good for the State if its teachers would mix up a little. For example, we believe it would be good if a few of Murray's teachers would come to Eastern, and the reverse. Kentucky is divided, like Gual, into three parts—the Mountains, the Blue Grass, and the Pennyroyal, and the people of one section are none too friendly to those of another. The teachers of the State could do much to break down this feeling if they did not have it themselves.

Again, we do not believe it the purpose of the State that one of its normal schools and colleges should greatly surpass

others. Certainly it would be unfair for the State, through superior buildings and a larger maintenance, to enable one school to surpass another. Nor do we believe that such is the case. One school because of age or local environment may for the time, surpass a younger school, but there are some advantages in youth. The younger schools may avoid some of the errors of the older ones in buildings or organization.

Any school that has money can have good buildings; any school can have good teachers—no school can have a corner on good teaching. Once in a while a school may find a teacher of great superiority, but it is almost impossible to hold him when schools all over the United States are on the lookout for them. Take it by and large, one faculty is about as good as another; some parts of one faculty may excel temporarily but another faculty will excel in another way. **The chief difference between schools does not lie in results achieved but in the economy with which such results are achieved.**

Here are some of the things a student should consider in selecting a school: The town or city where it is located, the social advantages, the churches, the stores, etc. The health of the environment and the school; what the city and school are doing to improve health conditions. The living conditions, dormitories, commercial rooming houses, kinds and cost from the standpoints of pleasure and safety. Boarding should be studied, the dining halls and cafeterias in the school and restaurants in the city. The student should carefully inform himself as to the library of the school, for a good library almost equals good teachers.

If the student desires to take a general course in the school, about all he should consider are the foregoing and proximity, for in giving general courses, one school is about as good as another since such courses are given by the faculty at large. If a student expects to specialize in some one subject, he should advise himself as to the special teacher who will have such course in charge. This does not amount, however, to a great deal since each school secures the best teacher possible for each course.

In conclusion we want to say that we claim no superiority over any other school in Kentucky, nor do we admit inferiority

to any. In our own territory we are loyally trying to carry out the State's policies in training her teachers; nor are we in our own policies, trying to undo what the State has done. We envy no school; we are friendly to all; we are trying in no way to prevent another school from doing what the State established it to do by attracting the students that naturally belong to it. We are State minded, not institutionally minded. We believe there is enough for all to do. We have no feeling except a friendly emulation as to who can best serve and best agree.

HISTORY OF THE NORMAL SCHOOL AND TEACHERS COLLEGE

On January 6, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison county, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2, and in the Senate on March 9, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21, and as the bill carried an "emergency clause," it became a law at once.

On April 5, 1906, the Governor appointed the commissioners to locate the two Normal Schools. Messrs. B. M. Arnett of Nicholasville, John Morris of Covington, George Payne of Paducah, George B. Edwards of Russellville, Basil Richardson of Glasgow, E. H. Mark of Louisville, and M. G. Watson of Louisa, constituted the commission.

On May 1, 1906, the commission visited Richmond to inspect the site offered by that city and on May 7 it met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named: Hon. James H. Fuqua, Sr., State Superintendent of Public Instruction, ex-officio Chairman; Hon. J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon. Fred A. Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2 and elected Ruric Nevel Roark, at the time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. Dr. Roark died April 14, 1909, and Mrs. Roark was elected acting president on April 16. She served in this capacity until March 18, 1910, when John Grant Crabbe, then Superintendent of Public Instruction, was elected president. Dr. Crabbe served as president until September 1, 1916. On June 16, 1916, he resigned to take effect September

1, to accept the presidency of Teachers College, Greeley, Colorado. On September 5, 1916, the Regents, in session at Lexington, Kentucky, elected T. J. Coates to the presidency and he entered upon his term of office September 7. Since that time he has held the position.

SUPPORT OF THE SCHOOL

The Act of the General Assembly of 1906 gave to the Eastern School an appropriation of $20,000.00 and $5,000.00 for equipment. Under an act of 1908 the school secured an additional annual appropriation of $20,000.00 and a special appropriation of $150,000.00 for new buildings and equipment. In 1912 an additional appropriation of $35,000.00 was secured. This brought the annual maintenance up to $75,000.00.

The General Assembly of 1918 passed an act changing the support of the Normal Schools to a millage basis and repealed all annual appropriations under which the institutions had been operating. According to the new act, the Eastern Kentucky State Normal School received five-eighths of one cent upon each one hundred dollars of assessed taxable property in the State. This produced an income of $153,684.72 in the year 1923-24. During the year 1922-23, the school received from special inheritance tax from the Bingham Estate about $35,000.00. The Legislature of 1920 gave the school a special appropriation of $150,000.00 to build dormitories. The Legislature of 1922 passed an act enabling the Eastern and Western Normal School to become four year teachers college with the power to grant degrees, and Eastern granted her first degrees in 1925. The Legislature of 1924 eliminated the line hitherto dividing the Eastern and Western schools so that students may go to either school they choose. It also passed an act relating to their maintenance, giving to Eastern 7/10 thirtieths of certain taxes. The result of this tax in the year just passed was $261,767.90. The 1926 Legislature gave the institution $320,000.00 with which to build the new administration Building and to complete Burnam Hall.

GROWTH OF THE SCHOOL

The site offered for the location of the Eastern School was not offered by the city, strictly speaking, but by a corporation

known as the Walters Collegiate Institute, a corporation that had possession of the property formerly owned and occupied by "Central University," a Presbyterian school. It did not offer all the property owned by that institution, but retained the property now occupied by the department of agriculture, the four cottages, and a strip of land laying back of the President's House in the northeast corner. The property, now known as the President's House, was then owned by a private individual and, of course, was not offered. The site that was offered and accepted consisted of about thirty-five acres, together with the University Building, Memorial Hall, and the little gymnasium that was burned. The value was estimated at $150,000.00; it is much more valuable now.

The school has received two special appropriations of $150,000.00 each since it became a state institution. Out of the first, in 1908, the Roark Building, Sullivan Hall (without the annex), and the Power Plant were built at a cost of $136,-304.76; out of the second and savings in 1920, Burnam Hall and the annex to Memorial Hall were built at a cost of $187,497.00. The school received a third appropriation of $320,000 from the Legislature of 1926. Out of this Burnam Hall will be completed and a building to house the administration and class rooms will be erected at a cost of about $200,000.

Out of their savings from time to time in the last eighteen years, the Regents have purchased Faculty Row—four cottages—at a cost of $15,000.00, Walters' Collegiate Institute (The Manual Training) for $10,000.00 a strip of land back of the President's Home (the Patton lot) at $565.00, the President's House at $12,000.00. They have built the annex to Sullivan Hall at a cost of $34,008.15, the Cammack Building (Training School) at a cost of $71,505.00, and the new gymnasium at a cost of $15,544.77. They purchased a farm, Old Stateland, for $18,280.00 sold it for $29,894.65 and purchased the present farm of 148.63 acres for $45,332.15. Recently they erected a New Library at an expense of $67,046.30, and purchased an addition to the farm of 17.33 acres for $12,250.00, and also a three-acre tract adjoining the present farm within the city limits at a cost of $10,000.00.

In addition to the foregoing they have expended in repairs and equipment many thousands of dollars, so that the present value in close around $1,150,056.72. Counting the appreciation of property through the years, the plant is worth even more.

LOCATION OF THE SCHOOL, RICHMOND, KENTUCKY.

The home of the Eastern Normal School and Teachers College is a little city of about 7,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the mountain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Central University, the famous Presbyterian institution which was removed to Danville and united with Central College in 1901. The campus lying between South Lancaster avenue and South Second street is one of the most beautiful in the south. It has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buildings include:

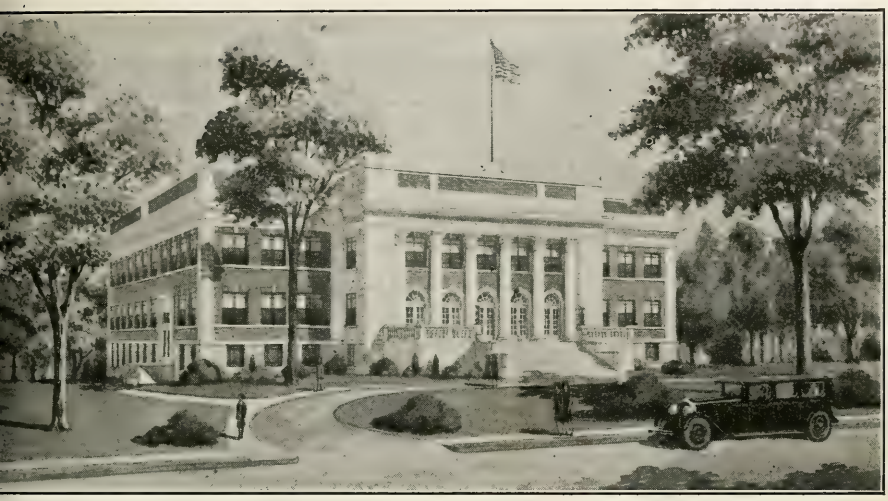
New Administration Building—The new Administration Building is located between Roark Building and the President's home on Lancaster Avenue. The building has a frontage of 144 ft. and extends back a distance of 104 ft. When completed the building will cost $175,000.00.

Work was started on this new building on March 1 and indications are that the structure will be completed by November 1, 1927.

The building is of fire-proof construction, stone, brick, steel and concrete being the materials used. Beautiful white

Bowling Green stone, quarried at Bowling Green, Kentucky, will be used for all the stone specified. Face brick made at Maysville, Kentucky, and corresponding in color with other brick buildings on the campus will be used for the brick work.

White stone steps leading up to the stone terrace form the approach to the building.



ADMINISTRATION BUILDING

In this new building are located all the administrative offices including the offices of the President, Dean, Registrar, Business Agent and Director of Extension. The College Book Store and Central Post Office, providing individual lock boxes for each student, are also located in this building. There are twelve large class rooms and fifteen offices for heads of departments. The class rooms and psychological laboratories for the Department of Education are in this new building. A private branch exchange system of telephones is to be installed and the building is heated from the central heating plant on the campus.

University Building—A fine old landmark, remodeled and properly equipped for recitation rooms. The Assembly Hall with balcony is on the second floor of this building. Here chapel and assembly exercises are held. This assembly room

has recently been remodeled and reseated with handsome opera chairs.

Ruric Nevel Roark Building—This handsome new building is named in honor of the founder and first president. It was erected in 1909, at a cost of $45,000. The laboratories for physics, chemistry, biology and agriculture are located on the first floor. These laboratories are well equipped for special and individual study. The other floors are used for recitation rooms.

CAMMACK BUILDING

James W. Cammack Building—This building stands eighty feet south of Roark Building and fronts equally with it on Lancaster Avenue. It was constructed in 1918 at a cost of $50,000.00 and was remodeled and refurnished last year at an additional cost of $15,000.00. The building was designed and is used entirely for the Training School. It contains laboratories, class rooms, practice rooms, offices and assembly room.

Memorial Hall—This is a good dormitory for men. An annex was recently completed which enables it to accommodate about 100 more students. The new rooms are models with large, roomy closets and hot and cold water in each room.

This Hall is in charge of a resident member of the faculty, Prof. C. A. Keith, Dean of Men.

Sullivan Hall—This dormitory for women was built in 1909 at a cost of $45,000. It was named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms, large kitchen and dining halls, all equipped with every modern and sanitary appliance known. The resident Dean of Women is in charge of the hall, and personally cares for the home life of women students. A competent housekeeper is employed. A substantial annex to this hall accommodates seventy-five young women.

BURNAM HALL

Burnam Hall—Beautiful and imposing new dormitory for girls on Eastern's campus, is located on the east side of the main drive through the campus, 80 feet south of Sullivan Hall, with a frontage of 240 feet.

SPECIAL FEATURES

1. Concrete, brick, steel and stone construction—absolutely fireproof.
2. Capacity—316.
3. Rooms arranged in **suites of two with private bath between each two rooms.** Rooms equipped with single beds.

4. All rooms for two students except four which are three-student rooms.

5. Spacious lobby 40 by 80 feet occupies the entire front central section of the first floor.

In this building are located the following:

Cafeteria with seating capacity of 620, Dining Room for 300, Recreation room 40 by 108 feet with small private dining room and kitchen will be used for club and society entertainments and as a general recreation room for women students, student laundry, cold storage rooms, large kitchen and bakery.

The entire building is equipped with the best types of dormitory furniture obtainable.

Burnam Hall is the largest and most modern dormitory in Kentucky.

The Power Plant was erected in 1909 at a cost of $40,000. It contains the lighting and heating apparatus for supplying all the buildings on the campus. The electrical equipment consists of two 50 K. W. 1,100-volt A. C. generators, and the switch board and the necessary instruments for the distribution of the electric energy.

Recently the three 125 H. P. boilers in the Power Plant were equipped with mechanical stokers. This equipment greatly increases the efficiency of the plant.

Heating—The heating plant supplies low pressure steam to all radiators in the different buildings and the years' operation of the plant shows it to be highly efficient and satisfactory. The plant is considered one of the best power plants in the State of Kentucky.

New Stateland Hall is a very large and beautiful brick dwelling situated on the farm. It contains nine rooms which have been furnished and equipped with modern conveniences for the students who occupy the rooms in this hall. It is large enough to accommodate approximately thirty young men. The young men who are primarily interested in agriculture are expected to room in this hall.

The President's House is situated on the northwest corner of the campus, facing Lancaster avenue, just north of the Roark Building. It is a large, two-story brick building, containing twelve living rooms and two halls. It was purchased

by the Regents in order to complete the symmetry of the campus, and to protect it from possible undersirable buildings in the future, which would mar the beautiful campus. The President is expected to live in this home in order to protect the buildings and grounds, to have continuous oversight of the student-body that lives in the dormitories and uses the campus, and to be accessible to the public at all times.

GYMNASIUM

The gymnasium is a large frame building which has just recently been erected on the campus. It is well equipped with all the working apparatus of the modern gymnasium. It contains one of the largest basketball floors in the state. The building is also used as an auditorium and it will seat approximately twelve hundred people.

LIBRARY

New Library Building—A new library building has just been completed at a cost of $67,046.30. It is a two-story building fireproof throughout. It will accommodate about two hundred students at one time. It is located just east of the University Building.

Cottage Three—This cottage has been renovated throughout, and steam heat has been put into all the rooms. The rooms are now equal in every respect to those in Sullivan and Burnam Halls. It will accommodate from eighteen to twenty women.

Cottage Four—This cottage is now occupied by the family of the Superintendent of the Buildings and Grounds.

NEW STATELAND FARM

Eastern owns an excellent farm of 160 acres. This farm was purchased in January, 1923. It bounds the original campus on the east and south. In many respects the acquisition of the farm represents one of the finest assets the school has acquired in the history of the institution. The fact that it is continguous to the campus makes it possible for the classes in agriculture to use the farm as a laboratory without a loss of time in moving from the class room to the farm. The activities of the farm are those usual in this part of the state except we do not grow hemp. There is a dairy herd composed of pure bred and grade Jerseys and Holsteins. The policy of eliminating the Jerseys and substituting Holsteins because of their larger milk production will continue until an adequate herd of Holsteins is acquired. Pure bred Duroc hogs are raised and a colony of pure bred poultry is being bred.

New Dairy Barn—A new model dairy barn with a capacity of thirty dairy cows has recently been erected on New Stateland Farm at a cost of $10,000.00.

This farm is owned and operated for the following purposes:

1. To be used for laboratory and demonstration purposes in relation to the Department of Agriculture of the Normal School and Teachers College.
2. To give the students attending the school work to help them pay expenses.
3. To furnish the dormitories with milk, eggs, meat and vegetables in season, thus lowering the cost of living to students in the school.

While New Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses and to pay gradually for needed improvements.

SCHOOL ORGANIZATION

Discipline—Eastern is responsible to the state for the character and scholarship of its graduates—those who are to teach in the public schools. The institution will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, or if they are found unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary here. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls here with the assurance that their safety, their general culture and their education will be carefully guarded.

Christian Associations—The institution is not denominational in any sense. Its positive influence, however, is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday Schools in the city. The Young Men's club and the Young Women's Christian Association have a large membership. The Young Women's Christian Association meets every Sunday evening in a devotional meeting. These organizations are doing a great work in the school and new students should join them and become active workers. Vespers will be conducted on the campus each Sunday evening during the Summer School for the entire summer.

LECTURE COURSES AND ENTERTAINMENTS

Eastern maintains a high grade lecture course for the benefit of her students. The Lyceum course, selected from the best available talent, provides excellent entertainment of a varied nature. Each student is able to attend these without additional expense.

Literary Societies—There are five literary societies at Eastern; namely, the Horace Mann Literary Society, the Ruric Nevel Roark Literary Society, the Men's Club, the Neon Krypton Literary Society, and the Rural Life Club.

The Ruric Nevel Roark Society is a normal school society and has been named in honor of the first president of Eastern.

The Horace Mann Society is maintained exclusively by College students and has been named after Horace Mann, the great champion of common schools in America.

Membership in all of these societies is voluntary, but the most efficient and capable students are found identified with one of these organizations. The societies are self-governing and meet on Thursday evening.

Training School—There is maintained on the campus a Training School for ten months in the year. Its purpose is to provide as nearly as possible a model school for the elementary grades and junior high school. The first consideration is to make it a school within itself. To the extent that children receive the best possible educational opportunities, to that extent is the Training School valuable for purposes of observation and supervised student teaching. In this school modern methods of teaching are demonstrated and opportunity is given for the development of such skills and techniques as are considered essential for those taking out the Standard Certificate or a degree.

Rural Training Schools—Through cooperation with the County Superintendent and County Board of Education of Madison county, Eastern is supervising two rural schools in connection with other training school work on the campus. The two-teacher school at Kavanaugh is located about two miles east of Richmond, and the two-teacher school at Green's Chapel is located about three miles south of the city. The purpose of the schools is to offer opportunities for observation and student teaching for those students preparing for rural school teaching. The school bus transports students to and from these schools.

STUDENT PUBLICATIONS

"**The Milestone,**" established 1922, is an annual published each year by representatives of the senior class. This publication contains photographic and statistical records of all organizations and events in the past college year. The staff consists of an editor-in-chief, associate editor, art, literary, photographic, advertising, society and joke editors and a business

manager. Elections to the editorial department are part competitive and part elective by the class.

Another very important publication, established in 1922, is "The Eastern Progress," the newspaper of the College Work on this paper calls for "covering" lectures, meetings, athletic games and events not in regular routine, or "hunches." Members of the faculty make frequent contributions on their various fields of study. This publication not only contains news of interest to the student, but articles that will interest alumni and teachers throughout Kentucky.

These publications offer widespread opportunities for the energies and talents of men and women who do not possess dramatic or athletic ability. You will find that your work on these publications will give you an unrivalled opportunity to become acquainted with your surroundings and your college mates.

Eastern Kentucky Review—This publication is the official bi-monthly review published by the College. It is edited by the Faculty. If you are interested write for it—free.

Athletics—It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

The various teams are under supervision, and all students of good class standing, who are physically qualified, may compete for a place on the teams.

The football season extends from the beginning of the fall term up to about Thanksgiving; the basketball season lasts from Thanksgiving on through to baseball weather; the baseball season continues from first suitable weather to the end of the second semester.

THE LITTLE THEATRE

The Little Theatre Club—The widespread revival of interest in community and school dramatics, and the growth of the Little Theatre movement throughout the country and especially in Kentucky, has resulted in the establishment of a Little Theatre Club at Eastern. The L. T. C. has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived only from special activities. The Club offers an excellent

opportunity for developing business and administrative ability, talents in scene-design and stage-construction, and dramatic ability in enacting the Club plays. The membership, drawn from the entire student body, is elective, each applicant presenting a tryout before the Club members. The local club is a unit in The Drama League of America.

MUSICAL ORGANIZATIONS

Eastern Community Chorus—Membership in the chorus is open to every student at Eastern; the sole requirement is the possession of the song book used for this work. Rehearsals are held once a week and are thirty minutes in length. The chapel period is assigned for a community sing once a week during the regular school year. Songs suitable for community singing will be studied.

Eastern Male Chorus—Membership in this organization is limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition. After all applicants have been tested the names of those who were successful will be posted. The best arrangements of music for male voices will be studied.

Eastern Madrigal Club—Membership in this organization will be limited to twenty. Applicants for membership must apply in person to the Director if Music for an audition; after all applicants are tested the names of those who are successful will be posted.

Eastern School Orchestra—The following instruments will be admitted to the Orchestra upon evidence of ability of student to play them in an acceptable manner: Violin, Violincelli, Cornet, Trombone, Clarinet, Flute, Piccolo, Piano, Saxaphone, Tuba, String Bass, Side Drum, Bass Drum. All students applying for membership are required to apply in person to the Director of Music and, if required, to give evidence of their ability to read music.

MAY FESTIVALS

The May Festivals at Eastern are annual events of great interest to the student body and the people of Richmond and vicinity. The best talent obtainable is secured and one program is always given over to a concert by the school musical

organizations. A feature of the festival is the May Pageant and coronation of queen of the May. These exercises are given on the campus. Frequent appearances during the year at school assemblies and other functions and appearances at the music contest at the Kentucky Education Association in April of each year lend great incentive to the regular rehearsals.

MEDALS

Eastern encourages oratorical and debating contests. Medals will be given this year to the winner of the Boys' Oratorical Contest, of the Girls' Dramatic Reading Contest, and of the Public Discussion and Humorous Reading contests open to both boys and girls. These winners will represent Eastern in the annual spring meet of the Eastern Kentucky Oratorical Association.

Inter-society and inter-scholastic debates are encouraged at Eastern, and offer an opportunity for actual and practical training in forensics.

THE FORUM COMMITTEE

Seven of Eastern's most representative students are elected each year from the student body at large, through class representatives, to constitute the Forum Committee. This acts as a medium for the consideration of the live topics of the day. It offers excellent opportunities for developing initiative and student leadership.

There are enough extra-curricular activities at Eastern to suit everybody's taste, so when you come to Eastern, go out for some of them the minute you enter. Many have said that their chief benefit from a college education has come from just such self-directed activities. Avail yourself of the opportunities for self-development which Eastern offers.

THE SUMMER SCHOOL OF 1928

The Summer School of 1928 will open June 4. The term will be eleven weeks in length. The first term of the Summer School in the College will begin June 4 and the second term will open July 16. In the Normal School the first term will begin June 4 and the second term will open July 9.

Courses will be arranged in the College so that students may take the entire work of the term or they may drop out at the end of six weeks and receive half as much credit. The usual amount of credit for each course in a summer term of six weeks is two semester hours in the College. In the Normal School courses will be so arranged that students may drop out at the end of five weeks and receive credit for half of the term. A number of specialists will be employed to supplement the work of the regular faculty. Twelve hours of credit may be secured by those taking work in the Teachers College. Two units of credit will be given to students who are pursuing secondary work.

The Summer School is organized especially, but not exclusively, to fit the needs of graded and city school teachers. This is the only opportunity which these teachers have to secure additional professional training and Eastern will, therefore, offer such courses as may be highly beneficial to these teachers.

NOTE.—Students who leave school without the consent of the President are automatically suspended from the school. This does not apply at the regular time for closing.

EXPENSES AT EASTERN—Boarding and Rooms

ROOMS FOR MEN STUDENTS

Memorial Hall and New Stateland Hall are the men's domitories. These two dormitories will accommodate about 200 men. Memorial Hall is completely furnished, lighted by electricity, heated by steam, equipped with baths and showers and is comfortable and convenient at all seasons of the year. All rooms are equipped with lavatories supplying hot and cold water.

Rooms in New Stateland Hall are completely equipped with new furniture, steam heated and are equally as desirable as those in Memorial Hall. These rooms are rented to students at one dollar and fifty cents a week per student.

The Institution maintains at all times a list of Richmond homes offering suitable accommodations for men students. Information concerning these rooms will be furnished on request.

ROOMS FOR WOMEN STUDENTS

Sullivan Hall, Burnam Hall and the Cottages are the women's dormitories. These dormitories will accommodate 478 women students. These rooms are rented to students at one dollar and fifty cents per week, each student.

Rooms in Sullivan Hall and Burnam Hall and the Cottages are completely furnished, steam heated and lighted by electricity. Hot and cold water is furnished in all rooms in the Halls. All rooms in the new sections of Burnam Hall have private bath for each suite of two rooms.

Young women are expected to room on the campus when attendance does not exceed the capacity of the dormitories unless for special reasons they are granted permission by the President to room elsewhere.

When the attendance is greater than the capacity of the dormitories, students holding county appointments shall have preference for rooms on the campus.

Pupils under sixteen years of age will not be received in the dormitories or dining rooms on the campus.

Subject to the above exceptions, students in residence have precedence in selection of rooms.

ROOMS FOR MARRIED COUPLES AND FAMILIES

Among the Richmond homes offering rooms to students many have facilities for light housekeeping, and frequently small homes may be rented furnished and unfurnished. Prospective students desiring such rooming places are advised to communicate with the institution in advance of their entrance that the best possible arrangements may be made.

ARTICLES TO BE FURNISHED BY STUDENTS

Whether rooming on the campus or in private homes, students are required to take care of their rooms and to furnish two pairs of pillow cases, three sheets, spreads and comforters or blankets, towels, soap and runners for tables and dresser.

A deposit of three dollars will be required of each occupant of any room on the campus to guarantee the proper care of room and furnishings in buildings used for dormitory purposes. Upon proper endorsement at the termination of stu-

dent's stay in school, the whole or such part as may be due after deduction for damages is made, will be returned to student.

Room rent and deposit are payable in advance.

HOW TO APPLY FOR A ROOM RESERVATION IN THE DORMITORIES

Students wishing to engage rooms either on the campus or in town, should write the President for application blanks which should be filled out promptly and returned to the President. These applications are filed in the order of their dates and, in that order, assignments are issued.

Applications for either semester will be received any time after the first of May of the preceding year, but only for the first semester can reservations be issued promptly. In September, the dormitories are filled with students; applicants for rooms at later dates can be placed only as vacancies occur; seldom are releases received until near the close of the semester.

When an assignment to a room on the campus has been received, a reservation fee of two dollars should be sent to the Business Office (address T. J. Coates, President) within ten days from date, or else the assignment becomes void. This fee will be applied as a part of room rent at the opening of the semester for which reservation is given, if receipt for this two dollar fee is presented in the Business office at the time of paying the remainder of the room rent.

Do not send a reservation fee until you have received a room assignment.

The holder of a reservation may receive the refund of fee by request in writing not later than ten days before the opening of the semester for which reservation is given.

Room reservation is void if not claimed by Monday night of the opening of the semester and the fee is forfeited. Room reservations are not transferrable. Individuals who cannot take up their assignment must surrender them to the school.

An application for a room transferred to a later semester, is entered under the date of the transfer, not under the original date of the application.

The school maintains a list of private homes which agree to take student roomers under conditions and rates accepted by the landladies and by the school. All young girls except those whose homes are in Madison county are required to room in one of the homes listed.

Students should not engage rooms or board before ascertaining from the school that the landlady's name is on this list. The fact that students have roomed or boarded at a home during some previous year is not necessarily a guarantee that the home is at present on the list. Students desiring to room with relatives or friends should notify the Dean of Women, or the Dean of Men, as the case may be, of such intention as early as possible before coming, to secure the school's approval if it can be given.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are alike subject to the regulations, control and supervision of the school.

To enjoy student life to the fullest extent, one must become a member of the big dormitory family. Write for your room reservation now. **Those who apply early will get better accommodations.**

BOARD

Men and women students, occupying rooms on the campus are required to take their meals in the College Cafeteria unless excused by the President. $5.00 cafeteria tickets are sold students for $4.75. These meal tickets are on sale at the Business Office at all times and may be purchased as needed.

Incidental Fees—Each student pays an incidental fee of $5.00 per semester when he enrolls. This is not a matriculation or enrollment fee, but it is to cover library, gymnasium and athletic fees, lecture courses, subscription to the "Eastern Progress" and contingent expenses. The incidental fee is paid by all students and is not refunded. After the opening day, late comers must pay $1.00 extra fee. It pays to be on time.

Special Fees—Those who take special subjects pay for materials only, as follows:

Domestic Science, Food Preparation, per semester	$6.00
Domestic Science, Garment Making, per semester	2.00
Chemistry, per semester	5.00
Biology, per semester	2.00
Manual Training, per semester	4.00
Pottery, per semester	2.00
Handwork, per semester	5.00
Typewriting, per semester	5.00
Art, per semester	5.00
Music Lessons, per semester (two lessons per week)	27.00
Music Lessons, per semester (one lesson per week)	13.50
Piano Practice, per semester (one hour per day)	5.00

Tuition Fees—No tuition is charged residents of Kentucky. Non-residents of Kentucky are charged the following rates:

For any one semester except the Summer School	$27.00
For the Summer School	18.00

Necessary Expenses at Eastern for One Semester—18 Weeks. Expenses for Summer School in Proportion.

Board, approximately	$85.50
Room rent in dormitories	27.00
Incidental fee	5.00
Total expenses	$117.50

The following expenses are payable in advance for the semester:

Incidental fee	$5.00
Room rent in dormitories	27.00
Room deposit (this fee, or amount of it due, is refunded when student withdraws)	3.00
Total to be paid in advance on entrance	$35.00

Special fees for laboratory classes are also payable in advance. A list of these special fees is printed above.

NOTE.—Each room on the campus has a certain number of students assigned to it. When the students regularly assigned to a room request that an additional student occupy the room with them, a reduction of $4.50 (25 cents a week) will be made to each student in the room.

GENERAL INFORMATION

SCHOOL YEAR

The school year is divided into semesters of eighteen weeks each and a Summer School of eleven weeks. An opportunity will be given to students to enter at the middle of the second semester, April 2. Only a limited number of courses can be offered at that time. Students who enter at the Mid-Semester may secure credit for a half semester's work. The Summer School of 1928 will be eleven weeks in length. Students may enroll for the entire Summer School, or for either term.

WHEN TO ENTER

Students should enroll on Monday and Tuesday at the opening of the semester. Students will be received on the following dates:

September 19—Opening First semester.
January 30—Opening Second Semester.
April 2—Opening Mid-Semester.
June 4—Opening of Summer School—College and Normal School.
July 9—Opening of Second Term of Summer School—Normal School.
July 16—Opening of Second Term of Summer School—College.

LATE ENTRANCE

Students entering after Wednesday of the first week of a term will be charged an additional fee of $1.00. Those entering after the first day of the second week of a semester will be placed on a reduced schedule. No one may enter for credit after one-fifth of the semester has expired. Students entering after the third day of a term of summer school will be placed on a reduced schedule, and the fifth day of a term of summer school be the latest date to register for credit.

APPOINTMENTS

Students may receive appointments from their County Superintendents or their City Superintendents. Appointments are good until all courses are completed.

EXPLANATION OF CREDITS

All work in the Normal School courses for the Normal Certificate is estimated in Carnegie high school units. A subject pursued for one semester, reciting five times a week, gives a student a credit of one-half unit. All work in the college is measured in semester hours, a semester hour being eighteen fifty-minute recitations. College subjects have different values determined by the number of hours of recitations per week. The semester hour value of each course is stated in the catalog.

HAVE YOUR CREDITS SENT

If you have completed work in an accredited high school or other approved institution, have your principal send before you enter a statement of your work. These credentials will be necessary if you are enrolling as a new student. College credits will not be counted toward a certificate or a degree until entrance requirements have been met.

CERTIFICATION AND GRADUATION

Certification and Graduation are recommended by the faculty, on the basis of scholarship, skill in teaching, initiative, personality, habits and character; no one will be considered by the faculty for certification or graduation unless he has been first recommended by the Committee on Certification and Graduation. College Certificates are issued by the Board of Regents on the recommendation of the faculty of the institution. The Normal School certificate is issued by the Superintendent of Public Instruction upon certification from the Board of Regents.

THE STUDENT'S LOAD

In the Normal School the average load is four major subjects and a drill during a regular semester. The maximum load is five major subjects. In the six weeks summer term a student will take two subjects each reciting twice a day. This will give one-half unit's credit in each subject.

In the Teachers College the average load for a semester of eighteen weeks is sixteen hours. The maximum load is eighteen hours. No one is permitted to carry more than eighteen hours except by special permission of the faculty.

For a six or twelve-week summer session, the normal load is a semester hour a week. For students presenting a standing of "2" (average of "B" or better) the maximum load is eight semester hours for a term of six weeks of fourteen semester hours for twelve weeks.

STANDARD OF WORK

If a student fails to do satisfactory work, he will be warned and conditioned at the middle of any semester. If his work continues to be unsatisfactory, he may be dropped at the end of the semester. In order not to be dropped, a college student must make in a semester eight hours with ten grade points; in a summer school, he must make four semester hours with four grade points. In order not to be dropped, a normal school student must make in a semester one unit with an average mark of C; in a summer school, he must make one-half unit with a mark of C.

SYSTEM OF GRADING

All grades are reported in letters on a five-point scale: highest, A; next highest, B; middle group, C; next lowest groups, D and Z; lowest group F. The following is the interpretation placed upon the grading:

A—Excellent, valued at 3 points for each semester hour.

B—Good, valued at 2 points for each semester hour.

C—Average, valued at 1 point for each semester hour.

D—Poor, gives no points but gives credit toward certificate or degree if with such credits the student's standing is 1 or more.

Z—Conditioned.

F—Failure, valued at 0 points for each semester hour.

The grades A, B, C, D, F cannot be changed by an instructor. Each grade of 1 and Z carries with it a statement of the condition. When the condition shall have been satisfied, the instructor will assign a grade. The standing of a student is defined as the ratio of his total number of points to his total number of hours. For example, a student who makes an average mark of C throughout his course of 128 semester hours, would have 128 points and 128 semester hours, and a standing of one. An average of B would give the student 256 points

and 128 semester hours and a standing of two. When a semester's work is to be considered, "standing" is understood to be the ratio of the number of points to the number of semester hours scheduled. For any certificate of college rank or for a degree a student must offer a number of grade points at least as great as the number of semester hours.

ALUMNI ASSOCIATION

The purpose of this organization is to promote fellowship among the ever-increasing number of graduates and to stimulate a mutual interest between the institution and her former students. Now that the school has been given the right to become a teachers college, the association expects to see many of its members returning to the campus.

Students who have taken the Standard Elementary Certificate are considered as Alumni of the Normal School. Students who have taken the Advanced Certificate or the Bachelor's degree are considered Alumni of the Teachers College. Alumni of either the Normal School or Teachers College are eligible to membership in the Alumni Association of the Eastern Kentucky State Normal School and Teachers college.

All who wish to get in touch with the organization, write Mrs. Melba W. Carter, Secretary, Richmond, Kentucky.

EXTENSION DIVISION

Correspondence Department

PURPOSE

The purpose of the Extension Division of Eastern is to make the resources of the institution available in as many ways as possible to as many people as possible and to provide a high grade of instruction for persons who do not find it possible to attend school. People who are unable to avail themselves of the advantages offered in resident study have a just claim upon the state for some sort of educational opportunities. Also, people who can spend only a limited time in resident study are enabled to supplement this with additional instruction such as the institution was created to give.

FOR WHOM INTENDED

Correspondence work as offered by the Eastern Kentucky State Normal School and Teachers College is intended for five classes of people: (1) Students who have attended the school and who expect to return to secure a certificate or to graduate; (2) teachers who expect to attend the institution but who want to work off a few credits before entering while teaching; (3) teachers who wish to qualify to meet the high school requirements of the new school law; (4) teachers who must continue teaching the whole year and who want to improve their scholarship; (5) teachers who have worked off the resident requirement for a certificate and desire to complete the number of semester hours or high school units required for such certificate.

CHARACTER OF THE COURSES

The correspondence courses are the same as those given in the class room of the institution. All the courses listed in the catalog will be offered on sufficient demand except those requiring a library or a laboratory that can not be supplied off the campus.

CREDIT

The same credit is given for work done by correspondence as for work done in residence. It should be noted, however, by students who expect to transfer credit earned by Correspondence in Eastern to other institutions, and especially to graduate schools, that a few of the larger institutions in the country do not accept credit earned by Correspondence. Students who take Correspondence Courses with Eastern may be assured that their work will be accepted in practically all of the larger American Colleges and Universities.

PROCEDURE IN SELECTING A CORRESPONDENCE COURSE

If you wish to take a correspondence course write the Director of Extension for Announcement of Correspondence Courses and an application blank. Fill out the enrollment application and return it enclosing remittance for enrollment and instruction fees. If your application is approved, you will then be enrolled and the lessons with instructions for study, methods of preparation, and directions for return will be sent you. All lesson manuscripts should be returned to the Director of Extension and **not to the instructor of the course.**

ADMISSION REQUIREMENTS

Students will be admitted to correspondence courses under the same conditions as govern admission to resident classes. Completion of the eighth grade is required for enrollment in a normal school course; completion of fifteen units in an accredited high school is required for admission to a college course. Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution.

"d) On certificate of promotion to high school."

Beginning—Students may begin correspondence work at any time during the year. We will not guarantee, however, that there will not be some interruption of the work during the four weeks' summer vacation.

Fees—An enrollment fee of $3.00 is charged, which is paid but once, **no matter how many courses are taken or how long a time has elapsed between courses.** There is also an instruction fee of $10.50 for each one-half unit taken, or $3.50 for each college hour. No credit can be given for any work taken in the Extension Division without the payment of fees. No fees are refunded except in cases where the student is found unprepared to take the course, or the school is unable to offer it. To avoid loss of time the necessary fees should accompany the enrollment application.

Note.—Enrollment and payment of fees in an extension class does not entitle a student to membership in correspondence course without the payment of $3.00 enrollment fee.

TIME FOR COMPLETION OF COURSES

Students are expected to complete at least one lesson a week. Allowance is made, of course, for sickness or unusual home conditions. If, however, a student does not complete the Correspondence work within a year from the date on which he was enrolled he automatically forfeits his fee and his right to continue the course, unless he is able to satisfy the Director of Extension that he had a reasonable excuse for discontinuing his work. A course may be completed as rapidly as the student has time to do the work.

A student that fails to complete his course within the time limit (12 months), if deemed advisable by the Director of Extension, an extension of time may be allowed. A course which has been dropped may be taken up again by paying a reinstatement fee of $2.00 which will allow him an additional six months in which to complete the course. No student will be reinstated on any course more than once.

After a student is enrolled in one course it will be necessary for him to pay a fee of $1.00 to have his enrollment transferred to another course, even though he has not begun work.

CREDIT TOWARD CERTIFICATES

Normal School Certificates

1. No certificate is granted on correspondence work alone.
2. Four of the eight units required for the normal school certificate may be earned by correspondence, the other four must be earned in residence.

3. The normal school certificate may be re-issued or renewed on the completion of two additional high school units by correspondence or in residence.

4. Certificates earned by examination of local validity may be renewed by earning two units by correspondence or in residence.

College Certificates

1. The institution issues a certificate to high school graduates upon the completion of sixteen semester hours earned in residence. This certificate shall be re-issued or renewed upon the completion of sixteen additional semester hours, eight of which may be earned by correspondence.

2. Students may use credit earned by correspondence towards the standard certificate or degree, provided they have met the resident requirement.

LIMITATIONS

1. Not more than two subjects may be taken at one time if credit is desired toward one of our certificates.

2. No student who is in resident study at any other school is eligible to do correspondence work with this school unless that student can furnish the Correspondence Department a written permission from the Dean of the school where he is in resident study stating that it is with the permission of that school that he is allowed to take Correspondence work with this Department.

3. Correspondence courses may not be taken by resident students except in unusual instances and then only with written permission from the Dean. When those who have been taking Correspondence work enter the institution to do resident work before the completion of the courses, they are expected to drop all Correspondence courses unless the permission can be secured from the Dean for the continuation of the course. Students are held individually responsible for any violation of this rule. When a student is carrying a Correspondence course while in resident study at Eastern, whether the course be with this Correspondence Department or with another institution such course must be entered on the daily schedule and counted in with the regular load, if the student is allowed to carry the course by permission of the Dean.

4. Not more than 12 semester hours of credit may be earned by Extension within a calendar year. Not more than 12 semester hours of credit earned after the student has acquired 96 hours credit may be offered towards a degree if earned in Extension. In other words the candidate for a degree is supposed to do 20 semester hours of work of his senior year in residence.

EXAMINATIONS

No Student is Exempt from Examination Under Any Conditions

When a student has completed all the lessons in a course he will be required to take a final examination on the course. When it is not convenient for the applicant to report to Eastern, arrangements will be made to have the examination in the student's own county under the supervision of the County or City Superintendents, principals of accredited high schools, state school officers, or officers of recognized colleges. The examination questions will be made out by the instructor at Eastern, who has had charge of the course and they will then be forwarded to the superintendent who is to conduct the examination. After the examination is held, the applicant's papers with the examination questions will be sent to the Director of Extension for final grading. If the superintendent charges a fee for his services, this must be paid by the student.

TEXTBOOKS

The textbooks are, in most cases, the same as those used in residence. However, it is necessary sometimes to make exceptions to this and to use other texts for the Correspondence courses because the resident student has access to the library that Correspondence student does not have. The instruction and the enrollment fees barely cover the actual expense of conducting the courses, hence the books are bought separately by the student. **No books are mailed to any student without a written request from the student.** The basal text for each course may be purchased from the bookstore and it will be bought back from the student within ten days after the completion of the course for which it was used, at the regular repurchase price. Any books other than the basal text that are necessary for the course will be sold to the stu-

dent on his request but will not be bought back. Students must remit check or money order to cover both postage and charges for book within ten days after the books are received.

Study Center Department

In addition to the courses offered by correspondence, Eastern offers to teachers in service the opportunity of taking work for credit in study center classes. A group of teachers take up some subject offered at Eastern. They meet for study and recitation a certain number of times and then take an examination on the subject. If they successfully complete the work, covering the same ground and doing the work as thoroughly as if it were done in the institution, they will receive credit on the course.

The teachers in these study centers are, in every case, specialists in the courses they offer. In some cases, they will be sent out by the school from the regular faculty; in others the instructor may be a local teacher.

GENERAL REGULATIONS GOVERNING STUDY CENTER CLASSES

General Scheme for Organization and Conduct of Classes

1. Teachers in charge of Study Center Classes must be approved by the President of Eastern Kentucky State Normal School and Teachers College.
3. Subjects offered by correspondence or in study centers shall be exactly the same as those set forth in the catalog. They must have the same catalog number, same description and carry the same credit. In other words we are not accepting any extension work if we do not have the same work in residence. This rule may be subject to a change by agreement between the school offering it and the college. We reserve, however, the right to reject any courses which we do not offer in our catalog.
   a. A student enrolling in study center classes must take the responsibility for his eligibility for credit and for avoiding duplications. In case of doubt consult the Registrar.
   b. The registration for each class group must be completed by the second meeting of that group for in-

struction. The full registration must be in the hands of the Director by the third meeting of the group.

c. Texts used in study center classes may be purchased direct from the publishers, but must be the same as used in residence, except by special permission from the authorities of the institution. Any individual desiring to purchase texts from the College Bookstore of the institution, may do so in the regular way.

d. The length of class periods in Extension center classes shall not deviate from those on the campus except by written authorization by the Director of Extension. A longer continuous period than one-hundred minutes, without rest, of at least ten minutes, will not be considered. As many as two one-hundred minute periods or four fifty-minute periods may be given in one day provided a reasonable period of rest be allowed.

e. Extension work cannot be used to satisfy residence requirements at the Eastern Kentucky State Normal School and Teachers College.

f. The same marking system is used in extension courses as is used in residence courses and the same limitations are placed on the marks. The same regulations and restrictions as are used for residence courses are used in study center courses.

4. Standards of scholarship must be maintained in all Extension Classes, and in order to insure this the following will be required:

a. Attendance for **full time** upon each class or laboratory period. In case a student is unavoidably absent from a recitation the instructor shall require that such time be made up in full, and work completed to his satisfaction; the time lost from tardiness shall be made up in the same manner. The instructor may require compensation for time spent with pupils in making up lost time. The attendance of each student shall be kept on an enrollment card and this card shall be sent to the institution upon the completion of the course.

b. The text used must be mastered to the full satisfaction of the instructor, all collateral reading assign-

ments must be completed, and all note books and written work receive the instructor's approval.

c. All students wishing to receive credit for work done must pass a written examination upon the subject matter covered. All members shall enroll for credit, except as otherwise admitted by special permission of the Director of Extension.

d. All work done in Study Center Classes shall be subject to the inspection and supervision of the Extension Department or the Dean, and the privileges extended to the class may be withdrawn at any time if the required standards of scholarship are not rigidly maintained.

5. Persons engaged in full-time teaching will not be permitted to take more than one Study Center Class at a time without special permission from the superintendent under whom the teacher is working. Persons who have never taught but who wish to enter the profession may be enrolled in Study Center Classes upon recommendation of the teacher in charge.

6. When library facilities are not adequate to meet the needs of the class, each member may be required to purchase one book in addition to the text used for general class reference.

Fees—The fees for extension class groups are $75.00 for each semester hour for college subjects, and $150.00 for each half unit of credit earned in subjects of high school level.

Under this plan, which is uniform in all the state institutions, the cost of the course to each student in the group taking the course is regulated by the number of students in the class, all students paying an equal amount.

NOTE.—Students who have been enrolled in study center classes are not permitted to take correspondence courses without the payment of $3.00 enrollment fee.

DEPARTMENT OF COMMERCE

In the fall of 1926 the Eastern State Teachers College established a Department of Commerce for the purpose of training commercial teachers and to provide training that will enable teachers to obtain profitable employment during the summer months when their schools are closed. It was soon evident, from the large enrollment in this department, that it is to fill a long-felt need. The department has grown rapidly. Enrolled in this department are students from all sections of the state, from the extreme west and to the extreme east. No other state insitution is offering such courses.

Students by specializing are allowed 24 hours in this department toward a two-year certificate and 34 hours as a major toward the degree. Many of the students who come to Eastern for this work do not work for a certificate from the institution but for one issued by the State Department of Education upon the completion of as much as two years of college work. This certificate grants the privilege of teaching commerce in any high school in the state. Many, however, do not work for a certificate, but plan to complete two or three years in commerce and transfer to a college of commerce, while others take a degree in commerce and teach. Courses in Education are required of those who earn a degree or who expect to ask for a certificate to teach. To all others the work may be taken as desired.

There are two general avenues to a certificate or degree, One is by way of Shorthand and the other Bookkeeping or Accounting. Many of the men do not care for shorthand and many of the women want only a limited amount of bookkeeping. Typewriting is one of the most popular courses in the school for all classes as an aid in other courses. Any student may take it without further work in the department. Few colleges offer this course.

In addition to the basic courses of Shorthand, Bookkeeping, and Typewriting, other courses of a general nature, such

as Business Law, Salesmanship, Marketing, Economics, Economic Geography, Economic History, Banking and Finance, Business Organization, Business Administration, Retailing and Advertising, Business English and Correspondence will be offered. Students who do not expect to work for a degree may elect to take any courses for which they are prepared.

Our purpose is not to train stenographers and bookkeepers, but to give a broader knowledge of the field of business which will enable the student to teach the subjects. A knowledge of shorthand and bookkeeping with a little typing is not sufficient training for a commercial teacher. He must know business other than from the routine point of view.

The supply of good commercial teachers has never equaled the demand and as a result salaries for this type of teaching have been high. Kentucky is a pioneer field in commerce at present and many good positions will be open in the next few years. Students entering school now will be prepared when the opportunity comes. Salaries range from $125.00 to $200.00 a month. The school maintains a placement bureau which assists in securing positions for its students without charge. We make every effort to place teachers in positions where they can do the best work and at the same time earn the largest salary possible.

Tuition is free for these as for all other courses, but students taking commercial subjects exclusively are classed as special students and are required to pay the regular tuition fee of $1.50 a week.

COURSES OF STUDY

RULE OF EXECUTIVE COUNCIL AS TO SPECIAL STUDENTS

"The student who is not a candidate for a degree or for any teaching certificate may enter the College (or Normal School) and pursue special work. These students must present same credentials as any other applicant for admission to College (or Normal School) work."

Some explanations of the above rule:

1. High School graduates who enter Eastern Kentucky State Teachers College for the four-year course **are not required to take any courses in Education during the first three years unless they expect to apply for the College Elementary or Life Certificate.**
   Students who take the full four-year course leading to the A. B. or B. S. degree in Education will be required to take 18 hours of education in the senior year, if no education has been taken previously.
2. The first three years of college courses, when taken exclusive of courses in education, **is the same as offered in any standard liberal arts college.**
   This enables any student to do three years of standard college work, and complete his work leading to a degree in subjects other than education in another institution.
3. College students who expect to apply for the College Elementary Certificate must take the course leading to that certificate.
4. College students who expect to secure the Life Certificate must take the course required for that certificate, but they may take all the courses required in education in the second year.
5. Students entering the Normal School **who do not expect to apply for the Provisional Elementary Certificate may take a four-year course, completing 16 units of credit, without taking any units in education.**

6. All students entering the Teachers College or the Normal School are required to state their intentions as to whether or not they expect to become candidates for certificates, and schedules of classes are planned accordingly.

EXPLANATION OF NEW NUMBERING SYSTEM

Any number of three digits with 1, 2, or 3 in the hundreds place designates college work. If this digit is 0, or is omitted, the number designates normal school work. Whenever this digit is 1 the course is of junior college level (Freshman or Sophomore). When it is 2 the work is of junior or senior college level (confined rather closely to Sophomore and Junior years). When it is 3 the course is for Juniors and Seniors.

The middle, or tens place, digit (sometimes omitted in the normal school when it would be 0 if expressed) shows the class of the work. For example, some courses concern themselves in large part or primarily with methods and materials of teaching. In these cases this digit is 6. That is to say, in Mathematics, Social Science, English or any other department a course that is in large measure devoted to methods and materials of teaching is designated by a middle digit of 6. Other classes of a given subject are designated by other digits. In Mathematics, for example, 0 as a middle digit indicates Algebra 1, Trigonometry 2, Surveying 3, Geometry, etc. In Social Science, 0 indicates American History 1, American Government 2, Economics 3, Sociology, etc.

The right-hand, or units digit, designates the course for all courses having both other digits the same. Thus Mathematics 213 and Mathematics 214 are two different courses at the junior or senior college level, the two left-hand digits being the same in both numbers. Again, Mathematics 131 and Mathematics 231 are different courses at different levels in the college because the left-hand digits differ. In the case of Mathematics 213 and Mathematics 214 the latter is the course immediately following the former in that field, shown by the fact that there can be no number intervening between 213 and 214. Had the latter number been 215 the course might not have been the one next following Mathematics 213.

When the word **Formerly** followed by a number is given in parentheses the former number is the one given in the cata-

logue of 1925 except in the case of Social Science. In that department the former number is found in the catalogue of 1924. The word **New** in parentheses means that the course never appeared in the catalogue before.

THE TIME IN THE SCHOOL YEAR WHEN COURSES ARE GIVEN

It will be observed that after the parentheses just now mentioned some digits, as 1 2 3 4, 2 3, or some other combination of the natural numbers 1, 2, 3 and 4 appear. The meaning of those figures is as follows:

1 = Given in the fall semester.
2 = Given in the spring semester.
3 = Given in the first summer term.
4 = Given in the second summer term.

Note:—An occasional course is offered in a semester or term not indicated in the catalogue as being offered.

THE NORMAL SCHOOL

Admission to the Normal School

No student will be admitted who has not completed the eighth grade of the elementary school. Evidence of the completion of the eighth grade must be shown by one of the following methods:

(a) On presentation of a county school diploma.

(b) On presentation of a teacher's certificate issued to the prospective student.

(c) On passing a satisfactory examination at the Eastern Kentucky State Normal School.

NEW CERTIFICATE LAW

Sec. 4535 Ky. Stat. No. 1. "A Provisional Elementary Certificate, valid for two years in any elementary school of the State, shall be issued by the Superintendent of Public Instruction upon certification from a Board of Regents of a State Normal School showing the completion of at least eight units of standard high school work, four of which must be earned in residence in a State Normal School. This certificate shall be reissued or renewed for two years upon the presentation to the Superintendent of Public Instruction evidence of the owner thereof having earned two or more additional units of credit in a State Normal School, and same may be reissued or renewed from time to time upon presentation of evidence of having earned two or more such additional units of credit."

No. 8. "The term 'unit' as used in this act, shall mean and include the credit given for work in a subject offered in five class periods per week for thirty-six weeks, in courses below the college level, the average class period being not less than forty minutes."

Students who enter the normal school with no credit and expect to take the Provisional Elementary Certificate should take the subjects as prescribed. Other students should follow the sequence laid down in the sequence just following the curriculum.

CURRICULUM FOR STUDENTS ENTERING WITH NO CREDIT WHO EXPECT TO TAKE THE PROVISIONAL CERTIFICATE ON EIGHT UNITS

First Year	Second Year
First Semester	First Semester
English 1—Grammar	Social Science 1—Amer. History
Mathematics 01—Algebra	Agriculture 11—Soils and Crops
Physical Education 61—Hygiene and Sanitation	Education 21—School Management
Science 71—Geography	English 61—Reading
Handwriting	Music 011
Drawing 61	

Second Semester
English 2—Composition
Mathematics 02—Algebra
Science 73—Physical Geography
Education 61—Method and Observation
Physical Welfare 62—Plays and Games

Second Semester
Social Science 11—Civics
Mathematics 61—Arithmetic
Social Science 2—Amer. History
Music 012

EXPLANATIONS

1. The Provisional Elementary Certificate is issued on eight high school units, four of which must be earned in a State Normal School. The other four may be earned in any other legal way.

2. Students who have completed the eighth grade only will be expected to take the course as outlined for the first eight units.

3. Students who have done a part of this work in accredited high schools will be given full credit for the work done in such schools; they will be required to do in the Normal School the work in which they lack credit.

4. This certificate can be completed after four units have been earned in a high school, in two regular semesters, thirty-six weeks, or in one semester and the summer school, thirty weeks.

5. During the six weeks' summer term, each normal school class will meet twice a day. Standard load and the maximum load for a student is two subjects or four recitations a day. The student may take one major and two drills at one time, which requires six periods a day.

HIGH SCHOOL DIPLOMA

A high school diploma will be issued to students who finish sixteen units of standard high school work. Such work must meet the following requirements:

1. Sixteen standard high school units must be earned. The student must be in residence two semesters, or the equivalent, and earn at least four units in residence.

2. Eight basic units are required as follows: English four units, Algebra one unit, Plane Geometry one unit. American History and Civics one unit, Science one unit, preferably a laboratory science. The remaining eight units may be elected by the student with the advice and consent of the Principal of the Normal School.

3. The first fifteen units must meet college entrance requirements.

4. Not more than two units in Education may be counted toward the high school diploma. All applicants for diploma must have one unit in Education.

5. Subjects carrying less than one-half unit of credit will not be counted in the first fifteen units toward the high school diploma.

6. In the Commercial Curriculum, Bookkeeping and Stenography are regular college entrance subjects but Typewriting may not be counted as one of the first fifteen units of the student's curriculum to the high school diploma. It may be counted toward graduation.

7. Penmanship is required of all students in the Normal School unless they are able to write according to Ayers' writing scale, quality 65 and rate 83.

SEQUENCE OF SUBJECTS OFFERED IN THE NORMAL SCHOOL SHOWING THE SEMESTER AND YEAR IN WHICH EACH SHOULD BE TAKEN

First Year

First Semester	Second Semester
English 01—Grammar	English 02—Composition
Mathematics 01—Algebra	Mathematics 02—Algebra
Science 51—General Science	Science 73—Physical Geography
Science 71—Geography	Social Science 42—Medieval History
Social Science 41—Ancient History	Education 61—Method and Observation
Latin 1—Elementary Latin	Latin 2—Elementary Latin
Drawing 61	Drawing 71
Penmanship	Physical Education 62—Games and Plays

Second Year

English 11—Amer. Literature	English 12—Amer. Literature
Social Science 1—Amer. History	Mathematics 61—Arithmetic
Science 21—Biology	Science 22—Biology
Mathematics 03—Algebra	Social Science 2—Amer. History
Latin 3—Caesar	Latin 4—Caesar
Agriculture 11—Soils and Crops	Agriculture 21—Animal Husbandry
Home Economics 11—Sewing	Home Economics 02—Foods
Education 21—School Management	Physical Education 61—Hygiene and Sanitation
Music 11	Music 12

Third Year

English 15—English Literature	English 16—English Literature
Science 01—Elementary Physics	Science 02—Elementary Physics
Mathematics 31—Plane Geometry	Mathematics 32—Plane Geometry
Agriculture 31—Horticulture	Agriculture 41—Farm Management
Social Science 11—Civics	Manual Training 91—Mechanical Drawing
Manual Training 41—Bench Work	Science 32—Botany
Science 31—Botany	Home Economics 03—Advanced Foods
Home Economics 12—Dressmaking	

Fourth Year

English 61—Reading
Science 11—Chemistry
Mathematics 131—Solid Geometry
Education 11—Elementary Psychology
Agriculture 23—Poultry
Manual Training 42—Advanced Bench Work
Commerce 21—Bookkeeping
Commerce 15—Shorthand
Home Economics 21—General Home Economics

Industrial Arts 65—Handwork
English 05—Word Study
Science 12—Chemistry
Education 63—Directed Observation
Physical Education 01—Physiology
Manual Training 92—Mechanical Drawing
Commerce 22—Bookkeeping
Commerce 16—Shorthand
Commerce 51—Typing

ADMISSION TO TEACHERS COLLEGE

Students will be admitted to the Teachers College as their previous training warrants. Only students who offer fifteen units from accredited high schools will be admitted without examination. A student may be admitted conditionally who presents fourteen units of high school credit, but he must satisfy the deficiency by examination in the first year. Registration by correspondence and the preparation of only a part of the lessons will not relieve the student of the foregoing requirement.

Applicants who desire to enter the Teachers College must have their credits certified by the superintendent or principal of the school in which they were secured. These certificates should be properly made out and mailed directly to the institution by the school certifying to them. This statement then becomes the property of the institution.

Blank forms for such certificates will be furnished by the Registrar upon application.

Examinations for students who are graduates of non-accredited high schools will be held the first week of each semester. Such students should have official statements of their high school credits sent in by their high school principals. After the entrance examinations have been passed successfully, credit will be given for the work certified to in the statement.

ENTRANCE SUBJECTS

The credit offered for admission to the Teachers College must be taken from the list of subjects given below. The numbers indicate the amount that may be offered in each subject:

English	3 to 4	Greek	1 to 3
Algebra	1 to 2	Latin	1 to 4
Plane Geometry	1	Civil Government	½
History	½ to 3½	Botany	½ to 1

Solid Geometry	½	Chemistry	½ to 1
Trigonometry	½	Physics	½ to 1
Physical Geography	½ to 1	Physical Education	½ to 1
Zoology	½ to 1	Commercial Geography	½ to 1
Psychology or Pedagogy	½ to 1	Arithmetic	½ to 1
		Bookkeeping	½ to 1
Political Economy	½	Manual Training	½ to 1
Agriculture, General	½ to 3	Drawing	½
Domestic Science	½ to 3	Physiology	½ to 1
French	1 to 3	General Science	½ to 1
German	1 to 3	Stenography	½ to 1
Spanish	1 to 3	Mechanical Drawing	½ to 1

SPECIFIC REQUIREMENTS

The following units are required:

English	3	Plane Geometry	1
		Algebra	1

The ten additoinal units must be chosen from the above list.

ADVANCED STANDING

Any student may reduce the amount of work required to be done at Eastern by procuring credit for work done elsewhere equivalent to any course laid down in the curriculum in which he is working. This credit may be procured either by examination before the Committee on Entrance Examinations, or by official transcript from a standard institution authorized to give the credit so certified.

CURRICULUM FOR THE COLLEGE ELEMENTARY CERTIFICATE

Students who enter in a semester to earn the College Elementary Certificate on sixteen semester hours of credit should take this curriculum as it stands.

Handwriting	0
Education 102	3
English 101	3
Science 171	3
Mathematics 161 or 163	4
Physical Welfare 101	3
	16

The College Elementary Certificate is conferred by the Board of Regents upon students who earn in residence the sixteen semester hours of credit as laid down in the catalog for that certificate and are in residence eighteen weeks.

Under the General Certification Law of 1926 the same certificate may be issued by the State Department of Education on sixteen semester hours, no mention being made in the statute about residence. The requirement is made in the department, however, that the applicant must have as much as six semester hours of Education. Students should note, therefore, that if they carry in residence less than sixteen semester hours and make up the deficiency by extension or carry sixteen semester hours, fail on a part of it and make it up by extension, in either of these cases they must have credit on six semester hours of Education.

TWO-YEAR ELEMENTARY TEACHER-TRAINING CURRICULA FOR HIGH SCHOOL GRADUATES

Leading to the Standard Certificate

In this field, the student will be expected to elect the curriculum he desires to enter. Eastern offers five specific curricula. The student is expected to determine for what kind of position he desires to prepare. He then elects the curriculum designed to prepare him for that type of service. The following are offered:

1. For primary teachers, grades 1 to 4 inclusive.
2. For upper grade or junior high school teachers, grades 5 to 9 inclusive.
3. For principals.
4. For departmental teachers and supervisors.
5. For rural school teachers.

TWO-YEAR COLLEGE CURRICULA LEADING TO THE STANDARD CERTIFICATE*

Primary (Grades I to IV inclusive)

First Semester		Third Semester	
Handwriting		Education 262	2
Education 102	3	Education 114	3
English 101	3	Home Economics 101	3
English 166	1	English 212	3
Science 121	3	Science 171	3
Physical Welfare 101 or 100	3	English 161	2
Music 162	2		16
	15		

Second Semester		Fourth Semester	
Education 111	3	Education 263	5
English 211	3	Education 161	1
Industrial Arts 165	2	Mathematics 161	4
Science	3	Social Science 103	3
Art 161	3	English 163	3
Social Science 161	3		16
	16		

*Most of the courses listed here a nd mentioned elsewhere in the catalog when given in a summer term carry o nly two semester hours.

Upper Grades (Grades V to IX inclusive)

First Semester

Handwriting	
Education 102	3
English 101	3
English 166	1
Science 121	3
Physical Welfare 101	3
Music 163	2
	15

Second Semester

Education 111	3
English 211	3
Agriculture	2 or 3
Science	3
Social Science 103	3
Art 161	3
	16 or 17

Third Semester

Education 262	2
Social Science 111	3
Home Economics or	
Manual Training	3
English 212	3
Science 171	3
English 261	2
	16

Fourth Semester

Education 263	5
Education 161	1
Mathematics 163	4
English 165	3
English 163	3
	16

RURAL

Rural (Grades I to VIII inclusive)

First Semester

Handwriting	
Education 102	3
English 101	3
English 166	1
Science 121	3
Physical Welfare 101	3
Music 161	2
Physical Welfare 115	1
	16

Second Semester

Education 111	3
English 211	3
Agriculture	2 or 3
Science	3
Social Science 161	3
Art 161	3
	16 or 17

Third Semester

Education 262	2
English 212	3
Science 171	3
English 161 or 261	2
Social Science 111	3
Home Economics or	
Manual Training	3
	16

Fourth Semester

Education 263	5
Education 161	1
Mathematics 163 or 161	4
English 165	3
Agriculture 243 or	
Education 121	2 or 3
	15 or 16

OTHER TYPES OF CERTIFICATES

1. The curriculum for the preparation of two-year principals is identical to the one for Upper Grade teachers except that four electives may be substituted for the four courses that can be best omitted. The Dean and the student will agre upon the courses.

MINIMUM REQUIREMENTS FOR THE TWO-YEAR COLLEGE CURRICULA

Education	12 hours
English	9 hours
Social Science	6 hours
Natural Science	9 hours
Mathematics	4 hours
Other subjects	0 hours

COLLEGE CERTIFICATES AND DIPLOMAS

1. The College Elementary Certificate is conferred upon students who complete, in residence, sixteen hours of prescribed and elective work. Mathematics 161 or Mathematics 163 is prescribed.

2. The Standard Certificate is conferred upon students who are in residence a minimum of thirty-six weeks earning thirty-two hours of credit in residence and who complete sixty-four semester hours of work, as outlined in the catalog, and procure a pass in handwriting.

3. The College Certificate is conferred upon students who graduate with a degree.

Note: Persons who complete the Standard Certificate curriculum as it is now may enter the Junior year of the four-year course without conditions.

POINT STANDING

All grades are reported in letters on a five-point scale: highest, A; next highest, B; middle group, C; next lowest groups, D and Z; lowest, F. The following is the interpretation placed upon the grading:

A—Excellent, valued at 3 points for each semester hour.

B—Good, valued at 2 points for each semester hour.

C—Average, valued at 1 point for each semester hour.

D—Poor, gives no points but gives credit toward certificate or degree if with such credits the student's standing is 1 or more.

Z—Conditioned.

F—Failure, valued at 0 points for each semester hour.

The grades A, B, C, D, F cannot be changed by an instructor.

Each grade of 1 and Z carries with it a statement of the condition. When the condition shall have been satisfied, the instructor will assign a grade. The standing of a student is defined as the ratio of his total number of points to his total number of hours. For example, a student

who makes an average mark of C throughout his course of 128 semester hours, has 128 points and 128 semester hours, and a standing of one. An average of B would give the student 256 points and 128 semester hours and a standing of two. When a semester's work is to be considered, "standing" is understood to be the ratio of the number of points to the number of semester hours scheduled. For any certificate of college rank or for a degree a student must offer a number of grade points at least as great as the number of semester hours required.

ELIMINATION BY LOW STANDING.

The scholastic requirement to continue in Eastern or to re-enter is as follows:

IN THE NORMAL SCHOOL

In a semester the full-time student must carry at least one unit with an average mark of C. In a summer term of thirty days he must carry at least one-half unit with a mark of C.

IN THE COLLEGE

In a semester the full-time student must carry at least eight hours with at least ten grade points. In a summer term of thirty days he must carry at least four hours with at least four grade points. Grade points earned in activities cannot be used in satisfaction of these standards.

Students who fall below these standards are ineligible to continue or to re-register unless acted upon favorably as a special case by the Dean. Favorable consideration will not be given unless the reasons are very good indeed. If a student is falling low for good reason he should keep the Dean informed as to the reason while the work is going on so that he may make whatever study of the case may be necessary to enable him to handle it with the facts in hand.

CURRICULUM LEADING TO THE DEGREE AND THE COLLEGE CERTIFICATE

First Semester		Second Semester	
Education 102	3	English 101	3
English 166	1	Social Science 102	2
Science—Elective	3-5	Science—Elective	3-5
Physical Education 101	3	Physical Education (any)	1
Elective	4-6	Elective	5-7
Handwriting			
English Mechanics			
	16		16

Third Semester

English 211	3
Social Science 103	3
Elective	10
	16

Fourth Semester

English 103b	2
Social Science 212	3
Elective	11
	16

Fifth Semester

Education 311	3
Elective	13

Sixth Semester

Education	3
English 301 (128)	3
Elective	10

Seventh Semester

Education 262 or 116	2
Elective	14
	16

Eighth Semester

Education 263	5
Education 161	2
Elective	9
	16

REQUIREMENT IN EDUCATION

Introduction to Teaching	3 hours
Observation and Method	2 hours
Supervised Student Teaching	5 hours
Introduction to Psychology	3 hours

and in addition thereto five hours selected from the following group of subjects:

Problems of Rural Schools	3 hours
Technique of Teaching	3 hours
Educational Psychology	2 hours
Tests and Measurements	2 hours
The Curriculum	2 hours
Principles of Education	3 hours

MINIMUM DEPARTMENTAL REQUIREMENTS

Education	18 hours
English	12 hours
Social Science	12 hours
Science	12 hours
Mathematics	7 hours
Total	61 hours

Resident study of thirty-six weeks is required as a minimum for a degree. A total of 128 semester hours is required.

MAJOR AND MINOR SUBJECTS

Major: Minimum 24 First Minor: Minimum 18
Maximum 34 Second Minor: Minimum 12

The college can provide a major in any of the seven **General Departments** but does not hold itself responsible for furnishing a major in any of the **Special Departments.**

SUGGESTIONS REGARDING MAJORS, MINORS, AND PREREQUISITES

1. The major subject should be the subject that the student is most likely to teach. The first minor should be the subject that he is next likely to teach, and the second minor should be either the third in point of likelihood or the one that provides the prerequisites.

2. When the major is selected the minors ought usually to be in closely related fields, such as:

Major	Eng.	Soc Sci.	Agr.	Home Ec.	Chem.	Phys.
First Minor	Soc. Sci.	Eng.	Biol.	Chem.	Phys.	Math.
Second Minor	For. Lang.	For. Lang.	Chem.	Phys. Ed.	Math.	Chem.

SELECTION OF MAJOR AND MINOR SUBJECTS

Each candidate for a degree must file with the Registrar his elections of Major and Minors bearing the endorsement of the Dean. Any change in Major or Minors must likewise bear the endorsement of the Dean.

The final selection of Major and Minors must be made not later than the first semester of the junior year of college studentship and may not be changed later than one semester before graduation.

Note: The requirement as to time for original filing does not apply to persons who were past the first semester of junior year before September 1, 1927.

REQUIREMENTS IN ADDITION TO THE FOREGOING

1. For County Superintendent and Rural Supervisors:
   Education 251—Rural Supervision
   Education 252—County Administration
   Education 255—Office Administration
2. For Elementary School Principals:
   Agriculture 243—Rural Sociology
   Education 252—County School Administration or
   Education 223—The Principal and His School or Education 129
3. For Primary Supervisors and Critic Teachers:
   Education 114—Child Psychology
   Education 253—The Elementary School

4. For Upper Grade and High School Teachers:
   Education 304—Secondary Education
5. For Superintendent of Fourth, Fifth and Sixth class Cities:
   Education 354—City School Administration
   Education 255—Office Administration
   Education 331—History of Education
   Education 221—Tests and Measurements.

DETAILS OF COURSES

I. GENERAL DEPARTMENTS

1. Education
2. Agriculture
3. English
4. Social Science
5. Mathematics
6. Foreign Languages
7. Sciences

Department of Education

COLLEGE STAFF

Mr. Cooper
Mr. Edwards
Mr. Ferrell
Miss Schnieb
Mr. Mattox
Mr. Jaggers
Mr. Messner

NORMAL SCHOOL STAFF

Mr. Walker
Mr. Campbell
Mr. Burns

TRAINING SCHOOL STAFF

Miss Hansen
Miss Story
Mrs. Tyng
Miss Lee
Miss Acree
Miss Thompson
Miss Powell
Miss Lingenfelser
Miss Rush
Miss Taylor

RURAL TRAINING SCHOOL STAFF

Miss Carpenter
Miss Jones
Mrs. Case
Miss Pigg

CLASSIFICATION OF COURSES AND CLASS DIGITS

Educational Guidance		School Curriculum	4
Philosophy of Education	0		
Educational Sociology		School Supervision	
		Educational Administration	5
Educational Psychology	1	School Finance	
School Management		Methods	
School Classification	2	Devices	6
Measurement		Physical Materials	
History of Education	3		

SUBJECTS TREATED IN THE NORMAL SCHOOL

Education 6. The Curriculum. Given 1926-27. No longer offered.

Education 8. Problems of the Rural Teacher. Given 1926-27. No longer offered.

Education 11. (Formerly 2.) Introductory Psychology 1. This is an elementary course in psychology. The first part of the semester is devoted to a consideration of how to study effectively and how to teach children how to study. The remainder of the semester is spent in a study of the learning process. The psychological justification of

a number of teaching devices and processes will be studied. The purpose of the course is to bring about the most fruitful teaching by the prospective teacher when she goes out. Credit one-half unit.

Education 21. (Formerly 4.) School Management. This course deals with the problems of school and classroom organization and control. Two objectives will be kept in mind:

1. Emphasis is placed upon a study of the pupil, the relation of the teacher to the curriculum, governing, and maintaining morale.

2. A study is made of the school laws of Kentucky with special emphasis on the county school administration law, attendance law, certification of teachers, and the report of the Kentucky Survey Commission. One purpose of the course is to familiarize students with the most recent movements in public school administration. Credit one-half unit.

Education 61. (Formerly 1, still earlier method 1 and observation.) Method and Observation. The work of the semester is divided so as to give the student a knowledge of:

(1) What to teach.

(The State Course of Study.)

(2) How to teach.

Observation of the work of the critic teachers in the Training School, a study of the methods employed in good teaching, and the preparation of lesson plans are required of those taking this course.

A text book on methods of teaching is used and a demonstration of the methods studied is given by the critic teachers. Credit one-half unit.

Education 63. (Formerly 5.) Observation and Participation. The student in this course observes teaching in the rural training schools, does asigned reading, makes lesson plans, helps the room teacher in various routine and special duties, coaches backward children, and does a limited amount of class teaching. Credit one-half unit.

COLLEGE COURSES

Explanations of numbers at the right of parantheses:

1 Offered first semester.
2 Offered second semester.
3 Offered first summer term.
4 Offered second summer term.

Educational Guidance.
Philosophy of Education.
Education Sociology.

Education 102 (Formerly 102.) 1, 2, 3, 4. Introduction to Teaching. This is an orienting professional course required of all beginning, first year college students. It attempts to cover in a brief and general way (1) the factors and means of economical study and the psychology of learning, (2) the more common elements in theory and practice of

teaching, (3) a study of the needs for professionally trained teachers in the major fields of service in Kentucky, and (4) a survey of the personal and technical qualifications needed for teaching in these major fields. About one period a week is given to directed observation in the different grades of the Training School. The course should aid the student in deciding upon his curriculum and gives to those who drop out to teach on a provisional certificate an opportunity to learn something of present-day schoolroom technique. Credit three semester hours.

Education 203 (Formerly 104a.) 2. Principles of Teaching. The purpose of this course is to enable the student to see the fundamental problems, the specific needs, and the opportunities of teaching. In view of this purpose, the course gives the following: An interpretation of a school and of teaching; the specific physical, itellectual, social and moral needs of children; the meaning of a study and the meaning and specific purposes of each of the more common studies with the selection and arrangement of adequate subject matter for each; various ways of presenting the subject matter; the meaning of promotion and adequate standards for promotion as well as the teacher's self-evaluating standards; also the need of standardized tests and their application. Credit three semester hours.

Education 303. (Formerly 111.) 1, 4. Principles of Education. The purpose of this course is (1) to enable the student to summarize and sytematize the theory of education with which he is supposed to have become acquainted; (2) to discuss vital relations among the bits of theory, and (3) to evaluate current practices in the light of the foregoing. Credit two semester hours.

Education 304. (Formerly 124.) 3, 4. Principles of Secondary Education. The following topics receive careful consideration: The high school as an institution of society, its objectives, its organization and activities, and its curriculum. The methodology of the study activities of secondary education receives special attention. Prerequisites: Education 102 and Education 315. Credit three semester hours.

Education 305. (Formerly 113.) 2. Educational Sociology. The purpose of this course is to investigate the several factors and laws upon which educational theory and practice must rest, and the relation of the school to the upbuilding of the other institutions of the community. This course also treats of the social forces which determine the selection of school subjects, their content, method of presentation, and social values. Credit two semester hours.

Educational Psychology

Education 111. (Formerly 101.) 1, 2, 3, 4. Psychology for Prospective Teachers in the Primary Grades. This course makes a study of human behavior and the instincts. An attempt is made to give the student a knowledge of the genetic development of the child, and

the influence of heredity and environment is studied. The purpose of the course is to give the student sufficient knowledge of the child to enable her to handle small children understandingly and to afford her some knowledge of the learning process. Play, language, and drawing are the three typical activities selected for special consideration. Not prerequisite to Education 315. Credit three semester hours.

Education 111. (Formerly 101.) 1, 2, 3, 4. Psychology for Prospective Teachers in the Upper Grades. The emphasis in this course will be upon the social traits of childhood and early adolescense; habit formation; and memory, association, reflective thinking, and economy in learning. Not prerequisite to Education 315. Credit three semester hours.

Education 114. (Formerly 114.) 1, 2, 3, 4. Child Psychology. This course first treats child life from the biological point of view. Then a study is made of human behavior and the instincts. Play, language, and drawing as typified in making and using toys, are the three typical activities selected for special consideration. The influence of heredity and environment is studied. An attempt is made to give the student a knowledge of the genetic development of child life. Prerequisites: Science 109 or a biology course in the high school. Credit three semester hours.

Education 212. (Formerly 106.) 1, 2, 3, 4. Psychology of Elementary School Subjects. (a) A review of the nature of behavior and the general laws of learning. (b) A classification of elementary school subjects on the basis of objectives, stated in terms of the mental processes involved. (c) An analysis of the mental processes involved in the language and number arts. (d) A survey, with special assigned topics according to the individual interests of the students, of the other subjects in the elementary school. (e) A sketch of the methods of measuring processes and results in the various studies. (f) A sketch of appropriate materials and methods, based on the mental processes of the various studies. Credit two semester hours.

Education 311. (Formerly 126.) 1, 3. Intermediate Educational Psychology. A course for beginners in psychology with rather more preliminary training than is expected in Education 111. The chief topics covered in the course are: (1) The nature of behavior, its analogies with consciousness, and the physical mechanism of both. (2) The important contributions of biology to psychology. (3) The inherited mental equipment of man; the laws of learning, illustrated by laboratory experiments; the chief types of conscious state, and their interrelations; the development of thought processes; and the organization of the self. Prerequisite: Science 109 or an acceptable equivalent. Not to be taken if Education 111 or Education 114 has been taken. Credit three semester hours. Not to be counted toward a degree if Education 111 has been taken.

Education 313. (Formerly 125.) 2, 4. Psychology of the High School Subjects. This course acquaints the student with some of the

psychological processes involved in studying the various high school subjects. It also acquaints the student with the various proposals for reorganization of the courses based upon discussions in recent educational writings. Supervised study, educational and vocational guidance. Prerequisite: Education 111 or 311. Credit two semester hours.

Education 314. (Formerly Education 127 and Foreign Language 363.) 1. See Latin 111. Senior college.

Education 315. (Formerly 123.) 2, 3. Advanced Educational Psychology. This course presents those problems in psychology which are of special significance in the learning process and in the work of education. The following topics are discussed: The psychology of learning; practice; efficiency of work; fatigue; distribution of time; transfer of training; the effect of age on learning; effect of individual capacity on learning; changes in the nervous system with practice; and the place of method, organization, selection, diagnosis and the working with concepts. Applications are made to problems of teaching. Prerequisite: Education 311 or Education 111. Credit three semester hours.

School Management.
School Classification.
Measurement.

Education 121. (Formerly 109.) 1, 2, 3, 4. School and Community Management. This course will include work in school and class management, school organization, course of study, objective tests, attendance, school morale, the recitation, community support of the school, the means of popular appeal by the school, the health law and health officials, the rights and privileges of the school, et cetera. Credit two semester hours.

Education 221. (Formerly 107.) 2, 3, 4. Tests and Measurements. This course involves a study of achievement tests and scales and their application in the measuring of the work of the school as well as a diagnosis of conditions discovered by measurement. Credit two semester hours.

Education 223. (Formerly 119.) 1, 2. The Elementary Principal and His School. The nature of the work of the principal, the organization and administration of the school, the supervision of instruction and extra-school activities are the subjects of this course, not to carry credit after 1926-1927 if 224 is taken. Credit three semester hours.

Education 224. (Formerly 129.) 3. The Consolidated School Principal. Not to carry credit after 1926-1927 if 223 is taken.

History of Education

Education 331. (Formerly 110.) 1, 3, 4. History of Education. This course comprises a complete survey of the history of education, beginning with eastern nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development

of educational theories. Middle Ages are treated in a cursory way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated still more fully. Emphasis is placed on a study of Herbert Spencer among European educators and Horace Mann and his significance in American education. A brief study of the history of education and organization as exemplified by the Kentucky system is made. Credit two semester hours.

Curriculum

Education 341. (Formerly 118.) 1, 3. The Elementary School Curriculum. The purpose of this course is to show the necessity for evolving a curriculum based upon the actual needs, interests and activities of children. The students of this course are held responsible for a knowledge of the best literature on curriculum making. Credit three semester hours.

Supervision.
Administration.
Finance.

Education 251. (Formerly 112.) 1, 3. Rural School Supervision. This course has reference primarily to the work of supervising teachers. A study is made of the failures and possibilities of the rural school. The organization of the school, the preparation of a constructive program, and the relation of the school to the community are included in this course. A careful study is made of the function of the supervisor and how he can best serve the teachers of his county. A study is made of the use of the circular letter, bulletins, class demonstrations, constructive criticism, classroom visitation, personal interviews, et cetera, as a means of improving the teaching. Credit three semester hours.

Education 252. (Formerly 117.) 2, 4. County School Administration. The relation existing between the state and the county in the administration of the schools is studied first. The duties of the County Board of Education and of the work of the County Superintendent are carefully considered. The making of a budget, records and financial reports, school buildings—their location and equipment—consolidation of schools, examination and certification of teachers, supervision of teaching, the county high school and the training of teachers for the rural schools are subjects dealt with in this course. Credit three semester hours.

Education 253. (Given in the summer of 1927.) This is a course designed to meet the needs of superintendents who are in service. A large number of superintendents are interested in developing county school programs and find it desirable and necessary to make surveys of schools and school conditions in the county. Definite data must be had before correct conclusions can be drawn. This course will

help county superintendents and supervisors to know the steps necessary in making a survey. Some of the following topics are dealt with:

1. Selecting objectives of county program.
2. Selection and organization of survey staff.
3. Collecting and assembling information.
4. The preparation of information forms.
5. Survey of:
   a. School plant.
   b. Sanitary survey.
   c. Attendance surveys.
   d. Finance survey.
   e. Economic and social surveys.
   f. Educational survey.
6. Interpretation of data.
7. Using the results of survey in county program.

Credit three semester hours.

Education 255. (Formerly 122.) 1, 2. Office Administration. A study of the proper equipment, necessary records and the filing of records and reports is made. The making of a budget, the proper recording of the minutes and orders of the boards, the distribution of funds, the bookkeeping of the County Superintendent and his duties as secretary of the board are problems for consideration in this course. Credit two semester hours.

Education 353. (Formerly 120.) 4. The Elementary School. Its organization, subject matter and methods of instruction. This course is for those planning to become supervisors and critic teachers. A study of the important aims and principles of elementary instruction and of the application of these to the selection of subject matter and materials will be pursued. Students in this course are required to do some work in observation in the Training School and to take groups of children and teach them for the purpose of demonstration, illustrating certain principles and types of teaching. A consideration of the problems and principles of supervision is a part of the work of the course. Credit five semester hours.

Education 354. (Formerly 121.) 1, 3, 4. City School Administration. In this course a study is made of the School Board, the Superintendent and his relation to the Board, supervision of the schools, business administration, buildings and their equipment, school publicity, records and reports, progress of children through the schools including retardation, acceleration and elimination. Credit three semester hours.

Methods.
Devices.
Physical Materials.

Education 161. (Formerly 103.) 1, 2, 3. Technique of Teaching. This course is planned primarily for the purpose of giving the student an opportunity to study the technique employed by those in

charge of the training school. A study is made of the various types of lessons, viz.: inductive, deductive, problems, project, review, lesson for appreciation, etc. Emphasis is placed upon learning how to make lesson plans. One section will be devoted to the lower and one to the upper grades. Credit one semester hour.

Education 262. (Formerly 105.) 1, 2, 3, 4. Observation and Method. (For Primary Teachers.) This course precedes Supervised Student Teaching and is required of students specializing in primary education. It is the aim of the course to give the students experience in the evaluation of teaching, in organization of materials of instruction suitable for primary children, in lesson planning, in the coordination of school work with life activities, and a liberal interpretation of different methods and techniques of teaching. A syllabus, supplemented by directed observation in the primary grades, furnishes a guide to the student's reading and discussion. Credit two semester hours.

Education 262. (Formerly 105.) 1, 2, 3, 4. Observation and Method. (For Upper Grade Teachers.) This course differs from the preceding one in that it deals especially with upper grade teaching, grades V to IX. Credit two semester hours.

Education 262. (Formerly 105.) 1, 2, 3, 4. Observation and Method. (For Rural Teachers.) This course differs from the two preceding ones in that its content covers all elementary grades, and a part of the directed observation is done in the rural training schools. Credit two semester hours.

Education 263. (Formerly 108.) 1, 2, 3. Supervised Student Teaching. (Primary Grades.) It is the purpose of this work to develop by practice the skills and techniques essential to successful classroom procedure, and to acquaint the student with present-day processes and devices of instruction

At first the student teacher observes activities of the classroom, studies the children and the materials of instruction used. Under the critic's supervision activities are planned, and help is given in the performance of routine. Actual class teaching begins with small groups of children, but near the end of the term the student teacher is expected to take charge of the entire room for the whole day. All student teachers meet the critic daily for a one-hour conference period. Credit five semester hours.

Education 263. (Formerly 108.) 1, 2, 3. Supervised Student Teaching. (Upper Grades.) This work differs from that described for primary teachers in that it is all done in grades V to IX in the Training School. Students specializing in upper grade teaching are scheduled for this work. Credit five semester hours.

Education 263. (Formerly 108.) 1, 2, 3. Supervised Student Teaching. (Rural Schools.) This work differs from that described in the two preceding subjects in that all, or at least one-half, of the work is required in the rural training schools. It is intended for

those college students preparing in rural education. Credit five semester hours.

Education 361. (Formerly 131 and Science 100.) 3. Teaching of General Science. Same as Science 261.

Education 362. (Formerly 133 and Science 104c.) 3, 4. Same as Science 361.

Department of Agriculture

Mr. Cox Mr. Carter Mr. Gumbert
Mr. Morris

NORMAL SCHOOL COURSES

One unit of Agriculture is required of all students, but two more may be elected. The two required courses are Agriculture 11, Soil and Crops, and Agriculture 21, Animal Husbandry.

Agriculture 11. (Formerly 1.) 1, 2, 3. Soils and Crops. A study of the common crops grown in the state, and the principles related to the maintenance of the fertility of the soil. Credit one-half unit.

Agriculture 21. (Formerly 2.) 1, 3, 4. Animal Husbandry. A course that deals with the study of the farm animals that are commonly found on Kentucky farms. Credit one-half unit.

Agriculture 23. (Formerly 5.) 2, 3. Poultry. Credit one-half unit.

Agriculture 31. (Formerly 3.) 2. Horticulture. This course includes the study of the production of orchard and garden crops. Credit one-half unit.

Agriculture 41. (Formerly 4.) 1, 4. Farm Management. A study of those problems that arise when the farm as a business is considered, as problems of labor, renting, marketing, and size of business. Credit one-half unit.

TEACHERS COLLEGE COURSES

NOTE.—A major in Agriculture is offered to those students who are taking the work leading to the degree, B. S. in Education. This major consists of a minimum of twenty-four and a maximum of thirty-four hours.

The courses in Agriculture to be included in the training for the Advanced Certificate, and for the degree, should be selected on the advice of the Department of Agriculture.

The student who expects to prepare himself to teach vocational agriculture in the Smith-Hughes High Schools may take the first two of the four years of college work at this institution and then enter the College of Agriculture, University of Kentucky, and graduate from that institution at the end of two additional years.

Agronomy

Agriculture 111. (Formerly 103.) 2. Crops. The principal cereal and forage crops of the state, crop improvement, storage and marketing, crop rotations, grain judging, and testing of seeds. Credit three semester hours.

Agriculture 315. (Formerly 104.) 2.* Soils. A study of the properties and management of soils, plant foods, crop requirements, and fertilizers. Prerequisite: Inorganic Chemistry. Credit three semester hours.

Animal Husbandry

Agriculture 121. (Formerly 109.) 2, 3. Feeds and Feeding. A study of the principal feeds and methods and practice of feeding farm animals. Credit three semester hours.

Agriculture 123. (Formerly 102.) 1, 3, 4. Farm Dairying. Testing of dairy products for components and adulteration, farm butter making, cream separation, and the handling of milk on the farm Credit three semester hours.

Agriculture 126. (Formerly 111.) 2. Farm Poultry. Poultry house construction, feeding of poultry for egg and meat production, culling of chickens, incubation, and grading and marketing of poultry products. Credit three semester hours.

Agriculture 224. (Formerly 113.) 2. Milk Production. A study of dairy cattle, judging and selection, milk secretion, breeding, feeding and management, calf raising, and dairy barns, and equipment. Credit three semester hours.

Agriculture 228. (Formerly 110.) 1.* Swine and Pork Production. Selection of breed and individuals, care and housing of swine, feeding for economical pork production, and disposal of breeding and fattened animals. Credit three semester hours.

Horticulture

Agriculture 131. (Formerly 105.) 2.* General Horticulture. Fruit and vegetable production with emphasis on practical work in pruning, spraying, and management of gardens. Credit three semester hours.

Farm Economics and Social Problems

Agriculture 241. (Formerly 107.) 2,3,4. Agricultural Economics. The agricultural industry as related to other industries, land tenure, credit, farm insurance, marketing, the tariff as related to Agriculture, demand and supply, agricultural prices, and farmers' organizations. Credit three semester hours.

Agriculture 243. (Formerly 108.) 1, 3. Rural Sociology. This course deals primarily with the conditions and influences which shape rural life and affect the welfare of rural people. Credit three semester hours.

Agriculture 245. (New.) 1.* Farm Records. This course deals with the principles and practices involved in the keeping of farm records. Credit three semester hours.

Agriculture 347. (Formerly 106.) 2.* Farm Management. A study of the representative types of farming, size and balance of the farm business, labor efficiency, the farm layout, and rental systems. Credit three semester hours.

Farm Engineering

Agriculture 251. (Formerly 114.) 1.* Farm Engineering. A course involving a study of farm machines, their operation and care; farm structure; use of concrete on the farm, and the principles of drainage. Credit three semester hours.

Teaching of Agriculture

Agriculture 161. (New.) Survey Course in Agriculture. The course will include a survey study of the types of farming in the various sections of Kentucky. The prospective teacher is expected to secure such knowledge as will be of distinct use to him in the selection of those courses in Agriculture which will be of particular value in the teaching of agriculture.

The Teaching of Rural School Agriculture

Agriculture 163. (Formerly Agriculture 100.) 2. A course primarily intended for those students who expect to teach Agriculture in the Seventh and Eighth Grades. Credit three semester hours.

Agriculture 365. (Formerly 120.) 2.* The Teaching of High School Agriculture. Credit three semester hours.

*Indicates that the course is offered in 1928-29 but not in 1927-28.

Department of English

Mr. Clark	Mr. Pearson	Mr. Keene
Miss Roberts	Miss Buchanan	Miss Zellhoefer
Miss Neely	Mr. Tapp	

NORMAL SCHOOL

English

English 01. (Formerly 1.) Grammar 1. This is a course in Sentence Structure and Sentence Analysis. The parts of speech are also studied in so far as the knowledge of them seems essential as a basis for self-criticism. Much stress is put upon correct speech and the avoidance of common errors. At the end of this course students must be able to write clear, concise sentences free from grammatical errors, and correctly punctuated. Credit one-half unit.

English 02. (Formerly 2.) Composition 1. Here are emphasized the principles of paragraph structure; helps in securing sentence unity and sentence emphasis; dealing with choice of words; and the correlation of composition to community life. Throughout the course students are required to give well organized oral and written narratives and short expositions in unified, coherent, and concise sentences. The course in grammar is prerequisite to this course. Credit one-half unit.

English 05. (Formerly 5.) Word Study. This is a study of words and their way in English speech. Its chief aim is to create an interest in the study of words and to show that the common words of every day speech have large and interesting associations. A few lyrics and sonnets are studied to show how the author, consciously or not, had to do with the soul of words. Credit one-half unit.

English 06. (Formerly 7.) Drill in English Fundamentals. This course is designed to help those who, upon entering college, have been found deficient in the practice of oral and written speech. It includes grammar, spelling, pronunciation, dictation, punctuation, and composition. Three periods a week. No credit.

English 11. (Formerly 3a.) American Literature 1. This course begins a survey of the entire field of American Literature with illustrative readings from the chief authors. Credit one-half unit.

Eunglish 12. (Formerly 3b.) A continuation of English 11. Credit one-half unit.

English 15. (Formerly 4a.) English Literature 1. This course begins a survey of the whole field of English Literature with illustrative readings from numerous authors. Credit one-half unit.

English 16. (Formerly 4b.) English 16 is a continuation of the work outlined in English 15. Credit one-half unit.

English 61. (Formerly 6.) Expression-Reading. Elementary work in simple reading, correct breathing, voice production, tone placing,

enunciation, pronunciation, and posture. Grouping, thought sequence and subordination, central ideas and thought communication. Credit one-half unit.

COLLEGE ENGLISH

English

English 101. (Formerly 101.) 1, 2, 3, 4. Oral and Written Composition. An attempt is made in this course to help the student select material for themes, to think clearly, to express his thoughts clearly, and to judge what others have written. Required of all freshmen. Credit three semester hours.

English 301. (Formerly 109.) 2, 3. Advanced Composition. Required for the degree of A. B. in Education. Credit three semester hours.

English 302. (Formerly 120.) 1, 4. Argumentation. Principles of argumentation, analysis, evidence, argument, proof, refutation, and fallacies. Brief drawing. Platform technique. Reports on lectures, political speeches, etc. Prerequisites: Required courses in Junior College English. Credit three semester hours.

English 211. (Formerly 103a.) 1, 2, 3. English and American Literature. The leading forms of English and American literature are studied. Credit three semester hours.

English 212. (Formerly 103b.) 1, 2, 3, 4. A continuation of English 211. Credit three semester hours.

English 215. (Formerly 106.) 1, 3. Nineteenth Century Prose. The leading American and English essayists are studied with special attention to their social ideals. Credit three semester hours.

English 216. (Formerly 108.) 2, 4. The Short Story. Special attention is given to the American Short Story. Credit two semester hours.

English 311. (Formerly 107.) 2, 4. The Drama. Shakespeare and his England. English majors. Credit three semester hours.

English 312. (This course was given in Extension 1926-27 as English 107b.) Shakespeare's Tragedies. This course is no longer given.

English 312. (Formerly 107a.) 1, 3. Contemporary Drama. Credit three semester hours.

English 313. (Formerly 110.) 1, 4. World Literature. A study of Hebrew, Greek, Roman and modern European literature in translation. Credit three semester hours.

English 314. (Formerly 113.) 3, 4. The Novel. Special attention is given to the leading American writers of fiction. Credit three semester hours.

English 321. (New.) 2, 4. Romantic School of Poets. Special attention is given to Wordsworth and his contemporaries. Credit three semester hours.

English 222. (Formerly 105 in part and 125 in part.) Tennyson and Browning. A study of their age, their verse, and their ideals. Not to carry full credit for students who have had 105 or 125. Credit two semester hours.

English 323. (Formerly 126.) 2. Milton. An intensive study of his major and minor poems. Credit two semester hours.

English 324. (Formerly 130.) 4. Medieval Story. The various types of medieval story are studied: the folk epic, the beast tale, romances, the fablian, legends, and ballads. Many of these will be found illustrated in the poetry of Chauser.

English 131. (Formerly 116.) 1, 4. Public Speaking. (Expression 102.) An elementary course for those who have little or no experience in platform speaking. Parlimentary procedure, declamations, occasional, extempore, and impromptu speeches. Voice building and elementary work in gesture. Credit three semester hours.

English 335. (Formerly 118.) 1, 2, 4. Dramatic Reading. (Expression 104.) Advanced course in interpretation and impersonation. Drill work in gesture and pantomine; vocal drill for resonance, flexibility, and range. Criteria formed for preparing contestants in interscholastic contests and platform recitals, and in judging contests. Prerequisites: English 131 (or equivalent). Credit three semester hours.

English 161. (Formerly 102.) 1, 2, 3, 4. Literature for Primary Grades. This is a study of rhymes and poems, folk tales, nature and animal stories, and realistic stories suitable for the primary grades. Credit two semester hours.

English 163. (Formerly 115.) 1, 2, 3, 4. (Expression 101.) Drill work in breathing, tone production, tone placing, enunciaiton, pronunciation, corrective drill work for posture. Study of selected literature for accurate, fluent, animated reading. A special study of methods and materials used for teaching reading in the grades. Credit three semester hours.

English 165. (Formerly 104.) 2, 3. Fundamentals in English. An attempt is made to present the subject matter from a professional point of view, including the history and pedagogical aspects of the subjects. English majors, rural and upper grade teachers. Credit three semester hours.

English 166. (Formerly 111.) 1, 2, 3, 4. Library Methods. This course includes accessioning, bibliography, classification, cataloging, and the use of reference books and magazine indexes. Credit one semester hour.

English 261. (Formerly 112.) 1, 2. Myth, Legend and Folk Lore. This course is a study of the backgrounds and peoples of story groups such as 1. Hiawatha (Indian Life). 2. The Odyssey (Greek Life). 3. Sigurd the Volsung (Norse Myth and Norse Life). 4. Arthurian Cycle. 5. Don Quixote. 6. Robin Hood. Credit two semester hours.

English 263. (Formerly 117.) 2, 3. Play Coaching. Essentials for students interested in amateur theatricals and for coaching of plays. Stage technique, dramatic interpretation, pantomine, costuming, make-up, scenery, lighting, choosing, directing, and rehearsing plays. Credit three semester hours.

English 264. (Formerly 119.) 1, 3. Story Telling. A study of various types of stories—fables, folk-tales, myths, short stories—for oral presentation. Choice of material suited to various grades. Study of principles of story telling. Intensive practice in actual telling of stories. Prerequisites, English 101, and English 161. Credit three semester hours.

English 365. (Formerly 114.) 2, 3. The Teaching of Literature in the High School. Reading and evaluation of literary material for the high school. English majors. Credit three semester hours.

English 366. (New.) 3. Library Science. Includes school library administration, bibliography, study of reference books, selection and evaluation of books for school libraries, classification and cataloging, library records. Open only to students majoring in English or Social Science. Credit three semester hours.

English 367. (New.) 4. Library Science. Continuation of English 366, including carefully supervised practice work in library, with many practical problems to be worked out by the student. Prerequisite: English 366. Credit three semester hours.

Department of Social Science

Mr. Keith — Mr. Sullivan
Dr. Doris — Miss Floyd
Mr. Bryant

NORMAL SCHOOL COURSES

Social Science 1. (Formerly 2a.) American History. This course is high school American History, covering the period from the beginning of our country to about the adoption of the Constitution. Credit one-half unit.

Social Science 2. (Formerly 2b.) American History. This course begins with adoption of the Constitution and completes the study of American History of high school level. Credit one-half unit.

Social Science 11. (Formerly 1.) Civics. This is a course in American Civics of high school level. Credit one-half unit.

Social Science 41. (Formerly 3.) Ancient History. This is a semester's work in the study of Ancient History. The first half of the semester will be devoted to the study of Greek History and the last half to that of Roman History. Credit one-half unit.

Social Science 42. (Formerly 4.) Medieval and Modern History. The first half of this semester will consider Medieval History and the last half will be devoted to Modern History. Credit one-half unit.

Social Science 43. (Formerly 6.) English History. This will be a course of high school level in the study of English History. Credit one-half unit.

COLLEGE

Social Science 102. (Given 1925-26 as 102a.) American History. This course will involve the study of American History from the beginning to the time of Andrew Jackson. Credit two semester hours.

Social Science 103. (Formerly 102.) American History. This course continues the study of American History from Jackson to about 1890 or 1900. It is required of all students preparing to teach in the upper grades. Credit three semester hours.

Social Science 201. (Formerly 109.) American Immigration. This course will make a thorough study of the history of immigration into America with some of the problems arising out of it. Credit three semester hours.

Social Science 301. (Formerly 104.) American History. This is a course in very recent American History, covering the period from about 1890 or 1900 to present. Credit two semester hours.

Social Science 302. (Formerly 105.) American Ideals. An attempt is made to bring out those ideals and aspirations that are

peculiarly American. American contributions to civilization and progress are studied. Credit three semester hours.

Social Science 305. (New.) History of the West, 1763 to about 1890. Credit two semester hours.

Social Science 111. (Formerly 107.) American Government. This is an introductory course in Political Science. It is required of all students who are preparing to teach in the upper grades. Credit three semester hours.

Social Science 311. (New.) Problems of American Government. This course should have as a prerequisite Social Science 111. It will take for granted a knowledge of American Government and will study the main problems with which that government has to deal. Credit three semester hours.

Social Science 121. (Formerly 121.) Economics. This course is a study of medieval and modern commerce and industry, with an analysis of the economic causes of the relative advancement or backwardness of modern European nations. Credit three semester hours.

Social Science 122. (Formerly 119.) Economics. Principles of Economics. This is a course designed to acquaint the student with the principles of economic theory. Particular stress is laid upon the processes of production, distribution and consumption, and some attempt is made to teach the student to evaluate and analyze current loose economic thinking. Credit three semester hours.

Social Science 221. (Formerly Science 110.) Economic Geography. A survey is made of the natural resources of the geographic grand divisions and of the industry and commerce of the leading nations. This is followed by a consideration of the fundamental problems of production and distribution. Some attempt is made to show how geographic influences have affected and are likely to affect man's political and economic progress. Credit three semester hours.

Social Science 222. (Formerly 120.) Practical Economic Problems. This course is designed to follow Social Science 122. It deals in some detail with the subjects of money and banking, labor problems, the trusts, the railroads, taxation, Socialism, and social insurance. Credit three semester hours.

Social Science 321. (Formerly 122.) Economics. American Economic History. The history of American commerce, industry, transportation, banking, labor problems, business organization, monetary problems and agriculture. An analysis is made of the economic causes and results of the various American wars. Credit three semester hours.

Social Science 322. (New.) Public School Finance. The theory and practice of taxation as applied to the problems of financing the ever more expensive school system is the work of this course. Some attention is paid to general tax theory, but most of the time is spent on practical financial problems of the school district. Credit two semester hours.

Social Science 231. (Formerly 111.) Sociology. This is a course in Introductory Sociology. Credit three semester hours.

Social Science 141. (Formerly 103a.) Medieval History. It is the purpose of this course to give a comprehensive grasp of the fundamental facts of the medieval period, and, fitting in with Ancient History and Modern History, to give a notion of the continuity of history. Credit three semester hours.

Social Science 142. (Formerly 103b.) Modern History. This course will begin about 1500 and study the social, economic and political history of Modern Europe to 1815. Credit three semester hours.

Social Science 241. (Formerly 118.) Ancient History. This is a course in the general history of ancient times, or a special period of Ancient History to be agreed upon by the teacher and students, with the consent of the Dean and the head of the Social Science Department. Credit three semester hours.

Social Science 242. (Formerly 112.) History of England. This is a course covering the study of English History in its relation to European political history up to 1603. Credit three semester hours.

Social Science 243. (Formerly 106.) This course will consider the recent European History and events leading up to the World War, together with the problems of reconstruction after the war. Credit three semester hours.

Social Science 244. (Formerly 117.) Current History. This course will study the contemporary and current political and social movements in modern nations and America. It will center its attention about the main problems and events of the present, using books just from the press and magazines as its basis. Credit two semester hours.

Social Science 341. (Formerly 113.) English History. This is a special course centered about the Great Rebellion or Puritan Revolution. It attempts to cover the period of Stuart reign. Credit two semester hours.

Social Science 342. (New.) English History. This course will consider English History from the end of the Stuart period to the present. Credit three semester hours.

Social Science 343. (Formerly 114.) English and American History. This course will attempt to trace the very close relations between England and America in the development of their institutions. Credit two semester hours.

Social Science 344. (Formerly 115.) European History. This is a special course in European history, covering the period 1715 to 1815. Its main theme will be the French Revolution. Credit three semester hours.

Social Science 345. (Formerly 116.) European History. The substance of this course will be the history of Modern Europe since 1815. Credit three semester hours.

Social Science 346. (New.) Latin-American History. This course will busy itself with the Economic (Industrial, Agricultural) and Political development of Latin-American states. Credit two semester hours.

Social Science 351. (Formerly 108.) Foreign Governments. This course will study the governments of some of the leading nations, attempting to compare them with each other and with our own, and to form notions of the best elements in government. It will require Social Science 111 as a prerequisite. Credit three semester hours.

Social Science 352. (Given 1925-26 as 108b.) Foreign Governments. This course is a sequence course to Social Science 351, but will not require 351 as a prerequisite. It will study other foreign governments not studied in 351. Credit three semester hours.

Social Science 161. (Formerly 101.) American History for Primary Grades. This course is centered about stories of achievement and biography of American History. It links together history and heroes. Patriotic exercises, festival days and holidays are considered. Methods and materials suitable for teaching the first five grades are dealt with. Required of all students intending to teach in the primary grades. Credit three semester hours.

Department of Mathematics

Mr. Caldwell
Mr. Bryant
Mr. Jones
Mr. Park

NORMAL SCHOOL

Algebra

Mathematics 01. (Formerly 2.) 1, 2, 3. This course will include the fundamental operations; problems involving the parenthesis and substitution; simple problems in one unknown; concrete problems, developing one unknown; factoring; fractions; fractional equations with one unknown; concrete problems, developing the fractional equation with one unknown. Credit one-half unit.

Mathematics 02. (Formerly 3.) 1, 2, 3. This course includes abstract simultaneous equations with two or three unknowns; concrete problems, developing the simultaneous equations; graphs; involution; evolution; theory of exponents; radical surds; quadratic equations. Credit one-half unit.

Mathematics 03. (Formerly 7.) 2. Advanced High School Algebra.

Geometry

Mathematics 31. (Formerly 4.) 1, 2, 3, 4. This course will include the first half of plane geometry. Much original work will be assigned. The direct method of proof will be used. Credit one-half unit.

Mathematics 32. (Formerly 5.) 1, 2, 3, 4. Geometry 2. A continuation of the subject of plane geometry. The indirect methods of proof will receive considerable attention in this course. Credit one-half unit.

Materials and Methods

Mathematics 61. (Formerly 1.) 1, 2, 3, 4. Arithmetic 1. This course will include a review of the more important parts of the state adopted text for high schools. Content will be emphasized, although considerable attention will be given to methods of teaching, especially in the rural schools. Pilot Book Two, Supplementary. Credit one-half unit.

Mathematics 62. (Formerly 6.) 1, 4. Arithmetic 2. Complete High Schol Text Book 3, Supplementary. Credit one-half unit.

COLLEGE

Algebra

Mathematics 107. (Formerly 107a.) 1, 2, 3. College Algebra I. In addition to a review of the important parts of high school algebra, this course will include: Inequalities, ratio, proportion and variation, arithmetical and geometrical progressions, binomial theorem, choice and chance. Credit three semester hours.

Mathematics 207. (Formerly 107b.) 2, 3, 4. College Algebra II. This course will include: Properties of quadratics, surds and imaginaries, complex numbers, determinants, and theory of equations. Prerequisite: Mathematics 107. Credit two semester hours.

Trigonometry

Mathematics 213. (Formerly 103.) 1. Plane. This course will include the solution of the right and oblique triangle; proof of the various formulas and identities related to the triangle; logarithms and interpolations; drawing the functions in the unit circle; and the development of the formulas for the sum and difference of two angles, formulas for twice a given angle and half of a given angle. Prerequisite: Plane geometry and one unit in high school algebra. Credit three semester hours.

Mathematics 214. (Formerly 105.) 2. Plane and Spherical. This course is a continuation of plane trigonometry and a study of spherical trigonometry. Prerequisite: Mathematics 213 and 131. Credit two semester hours.

Surveying

Mathematics 221. (Formerly 106.) 4. Plane. Prerequisite: Mathematics 213. Credit two semester hours. A course in descriptive geometry may be substituted.

Geometry

Mathematics 131. (Formerly 104.) 1, 4. Solid. Credit three semester hours.

Mathematics 231. (New to Catalogue.) 1. Descriptive. Credit two semester hours. Some as Industrial Arts 231.

Mathematics 232. (Formerly 108 and 109.) 2. Analytic. A course, including the straight line, circle, parabola, ellipse, the hyperbola, polar coordinates, higher plane curves, and short course in solid analytic geometry. Prerequisite: Mathematics 213 and 107. Credit five semester hours.

Statistics and Graphs

Mathematics 241. (Formerly 121.) 1, 3, 4. Use of Statistics and Graphs. The meaning of the more common statistical measures and the process of arriving at them. The principles involved in giving information by graphs. Practical application is made of each subject treated. Credit two semester hours.

Calculus

Mathematics 351. (Formerly 110.) Differential. Prerequisites: Mathematics 232. Credit five semester hours.

Mathematics 352. (Formerly 111.) 2. Integral. Prerequisite: Mathematics 351. Credit five semester hours.

Materials and Methods Courses

Mathematics 161. (Formerly 102.) 1, 2, 3, 4. Arithmetic for Primary Grades. This course includes training in teaching grades I to IV. During the term, the best method of teaching all the topics belonging to these grades, will be presented. Training will be given in every recitation, leading to rapidity and accuracy in the fundamental processes. Credit four semester hours. Not to receive credit after 1926-1927 if the student has more than two hours of credit on Mathematics 163.

Mathematics 163. (Formerly 101.) 1, 2, 3, 4. Arithmetic for Upper Grades. All the various types of problems included in grades V to VIII will be considered. This course will include a study of the best models for the solution of all types as well as the best method of presenting the different topics. It will include also a study of model lesson assignments. Drill will be given leading to accuracy and rapidity in all the fundamental calculations. Credit four semester hours. Not to be counted after August 31, 1927, if Mathematics 161 is taken for more than two hours.

Mathematics 267. (Formerly 112.) 2, 4. Teaching of High School Mathematics. Credit three semester hours.

Department of Foreign Languages

Miss Pollitt Mr. Burns Miss Roberts

NORMAL SCHOOL

Latin 1. First half of Beginning Latin.
Latin 2. Second half of Beginning Latin.
Latin 3. First half of Caesar.
Latin 4. Second half of Caesar.

COLLEGE

Foreign Language 101. Latin. Latin-English Word Formation. Prefaced by a sketch of the history of language development in western Europe, the course traces the methods of compounding and deriving words, and the more common aspects of change in form and meaning. Prerequisite: Two units of high school Latin. This course is required first of all students electing Latin; and with the consent of the head of the department of English in individual cases, it may be counted as an elective in English. Credit three semester hours. Junior College.

Foreign Language 102. Latin. Cicero's Early Orations. Selections from the Verrine orations, and the whole of the oration for the Manilian Law. The course will emphasize: (a) The art of the rapid reading of Latin prose for the thought, (b) the art of elegant and accurate English translation, (c) the Ciceronian vocabulary and its contribution to English, (d) the historical background of Cicero's early career, to his consulship in 63 B. C. Prerequisite: Two units of high school Latin, and Latin 101. Not open to students who offer entrance credits in Cicero. Credit three semester hours. Junior College.

Foreign Language 103. Latin. Cicero's Later Orations. The orations against Cataline (all but one in translation); the oration for Archias; and one of the later orations; with supplementary reading from the Letters of Cicero from Sallust's Catiline, and from Nepos' Life of Atticus. There is a weekly assignment in the writing of Latin, based on the first oration against Catiline. Prerequisite: Latin 102 or its equivalent. Not open to students who present entrance credits in Cicero. Credit three semester hours. Junior College.

Foregn Language 104. Latin. Latin Prose Writers. Selections from Livy, with supplementary reading from Caesar's Civil War, Cicero's Letters, and other Latin Prose Writers. The course aims to give a comprehensive view of Roman ideals and life as reflected in Latin prose writers; to develop the power of the rapid reading of Latin for the thought; and to study the constribution of Latin to the English vocabulary. Prerequisite: Three units of high school Latin (or two units followed by Latin 102 and 103), and Latin 101. Credit three semester hours. Junior College.

Foreign Language 105. Latin. Latin and English Sentence Structure. A study of the outlines of the Latin and English sentence, with daily exercises in the writing of Latin graded in difficulty. Prerequisite: Three units of high school Latin and Latin 101. Credit three semester hours. Junior College.

Foreign Language 106. Latin. Beginning Vergil. The first two books of the Aeneid, with certain supplementary reading reflecting the social and political conditions of Vergil's life and work. The course sketches the relations of Vergil to the Triumvirate; the historical and mythological materials of the Aeneid; the rhythm and literary structure of the poem; and its contribution to the vocabulary and literary ideas of English. Prerequisite: Three units of high school Latin and Latin 101. Not open to students offering Vergil for college entrance. Credit three semester hours. Junior College.

Foreign Language 107. Latin. Second Term of Vergil. The fourth and sixth books of the Aeneid, with outside assignments from the other books. There is much rapid reading, aiming at comprehension and appreciation of the original rather than formal translation. The objectives are much the same as in the preceding course, but much attention is paid to the moral, social, religious and political ideals of Vergil. Prerequisites: Three units of high school Latin, Latin 101, and normally Latin 106. Credit three semester hours. Junior College.

Foreign Language 108. Latin. Selections from the Odes of Horace, with supplementary work from Catullus, Ovid, the Eclokues of Vergil, and other poets of the Ciceronian and Augustan ages. The course aims to give a comprehensive view of the ideas and literary art of the classical Latin poets, with a study of the contribution of their vocabulary to English, and of their influence upon English literature. Prerequisites: Four units of high school Latin or its equivalent, and Latin 101. Credit three semester hours. Junior College.

Foreign Language 110. Latin. Ancient Society. A course of lectures and assigned reading in English (or in Latin, for Latin Majors), dealing with the structure, development and decay of society in the ancient Mediterranean lands. The aim is to develop an understanding and appreciation of those features of modern society which have been derived from the civilizations of ancient times, and particularly from the empires of the various Greek states and of Rome. Students with less than three units of Latin will be admitted only upon the advice of the head of the department. This course may be counted as Social Science. Open to Senior college students or to sophomores taking special courses if approved by the head of the department in which the student is majoring. Credit three semester hours.

Foreign Language 126. Latin. Ovid. The content, style, sources and literary influence of Ovid. Prerequisites: Latin 101, 104, and 108, or their equivalent. Credit three semester hours. Senior College.

Foreign Language 127. Latin. Silver Latin Prose. Selections from the Letters of Pliny the Younger, the Germania and Agricola of Tacitus, the institutes of Quintillian, and other prose writers of the Empire. Prerequisites as in Latin 126. Credit three semester hours. Senior College.

Foreign Language 128. Latin. Advanced Vergil. A study of the materials, content and literary influence of the mature poems of Vergil, and of the principles of textual criticism as applied to Vergil's works, with aids to the teaching of Vergil in the high school. The entire Aeneid, the Eclogues and the Georgics are read. Prerequisites: same as in Foreign Language 126. Credit three semester hours. Senior College.

Foreign Language 363. (Formerly Latin 111 and Education 127.) Linguistic Psychology. Analysis of the practical aspects of language processes and experience, for the use of teachers of language, whether English or foreign. It treats of the origins of language in the individual and the race; the psychological nature of linguistic experience; the principles of phonics; the nature of the perceptive process in hearing and in reading; the acquisition and use of vocabulary; and, for students majoring in foreign language, special assignments in the psychology of foreign language teaching. Prerequisite: Two units of foreign language. Credit three semester hours.

Foreign Language 361. (Formerly Latin 109.) The Teaching of Latin. A study of the psychological and pedagogical aspects of high school Latin, especially in the light of recent investigations of the teaching of Latin. When possible the course includes observation and participation in the teaching of secondary Latin. Required of all candidates for special recommendation as teachers of Latin. Prerequisites: Four units of high school Latin or its equivalent, and six hours of college Latin. Open to Senior college students, and under special circumstances to sophomores majoring in Latin. Credit three semester hours.

French

Foreign Language 151. (Formerly French 101.) 1, 2, 3. Elementary French. A beginning course in French. Not open to students who have had high school French. Credit three semester hours.

Foreign Language 152. (Formerly French 102.) 1, 2, 4. Elementary French. A continuation of Foreign Language 151. Prerequisites: Foreign Language 151 or one unit of high school French. This course is primarily for junior college students, but senior college students may be admitted on approval of the Dean and the head of the department. Credit three semester hours.

Foreign Language 251. (Formerly French 103.) 1, 2, 3. Intermediate French. Review of grammar; special study of idioms and verbs; readings from representative French authors. Prerequisites: Foreign Language 151 or two units of high school French. Credit three semester hours.

Foreign Language 253. (New.) 1, 3. French Novel and Drama. Literature of the nineteenth century. Prerequisites: Foreign Language 251 or equivalent. Credit three semester hours.

Foreign Language 255. (New.) 2, 4. French Novel and Drama. A continuation of Foreign Language 253. Some attention is paid to modern French authors. Collateral reading with reports in French. Prerequisites: Foreign Language 253 or equivalent. Credit three semester hours.

Department of Sciences

To be selected
Mr. Carter
Miss McKinney
Mr. Smith
Mr. Cox
Mr. Park
Mrs. Dean
Mr. Gumbert

NORMAL SCHOOL COURSES

Science 01. (Formerly 8.) Physics 1. First half of high school text. Credit one-half unit.

Science 02. (Formerly 9.) Physics 2. Second half of high school text. Credit one-half unit.

Science 11. (Formerly 6.) Chemistry 1. First half of high school text. Credit one-half unit.

Science 12. (Formerly 7.) Chemistry 2. Second half of high school text. Credit one-half unit.

Science 31. (Formerly 4.) Botany 1. First half of high school text. Credit one-half unit.

Science 32. (Formerly 5.) Botany 2. Second half of high school text. Credit one-half unit.

Science 51. (Formerly 3.) General Science. This course deals with the everyday aspects of a number of the major sciences. Its purpose is to lead the student to observe, interpret, and apply the natural phenomena encountered in daily life and to enable him to use this material in teaching in the elementary school. Credit one-half unit.

Science 71. (Formerly 1.) Geography 1. This course is designed primarily to provide rural school teachers with the knowledge necesary to teach the subject effectively. A study of North America, its political subdivisions, coast lines, topography, climate, resources, the development of its cities and industries, and the distribution of its inhabitants is made. Credit one-half unit.

Science 73. (Formerly 2.) Geography 2. Both physical and economic Geography are taught in this course. The completion of a typical high school text on this subject is expected. Credit one-half unit.

Science 75. (Formerly 10.) Geography of Europe, Asia, and Latin-America. This course includes a regional study of the continents; a study of the leading countries; an interpretation of the geographic aspects of the World War; the new map of Europe; the geographic and national factors associated with the determination of new boundaries in Europe and European possessions. Credit one-half unit.

TEACHERS COLLEGE COURSES

Physics

Science 201. (Formerly 101.) 1, 2, 4. Physics 1. A general course, treating mechanics, heat, and sound; given primarily for those who desire a knowledge of physical phenomena and applications to daily life. Three lectures per week and two double laboratory periods. Credit five semester hours.

Science 202. (Formerly 102.) 2, 3. Physics 2. A general course, treating light, magnetism, electricity, and radio. The more general laws of magnetism and electricity are developed; practical equations derived and discussed in class. Three lectures per week and two double laboratory periods. Credit five semester hours.

Sicence 301. (New.) 1, 2. Advanced Physics. A course covering mechanics, molecular physics and heat and the solution of many related problems. Three lectures and two double laboratory periods per week. Prerequisites: Mathematics 107, Science 201 and Science 202. Credit five semester hours.

Science 302. (New.) 2, 3. Advanced Physics. A course covering magnetism, electricity, sound and light. Three lecture and two double laboratory periods per week. Prerequisite: Science 301. Credit five semester hours.

Chemistry

Science 211. (Formerly 103.) 1, 2, 3. Chemistry 1. General Inorganic Chemistry. Three lectures, four hours laboratory a week. A course which treats of the laws and theories of chemistry and of the elements and their compounds. This course is for the beginning student who wishes only a cultural knowledge of the subject as well as for the student who desires the fundamental principles of chemistry as a foundation for Home Economics and Agriculture. Credit five semester hours.

Science 212. (Formerly 104M.) 1, 2. Chemistry 2. Continuation of General Inorganic Chemistry and Qualitative Analysis. Three lectures, four hours of laboratory a week. In this course the chemistry of the metallic elements is studied in connection with methods for separating and detecting the elements present in various compounds. The laboratory work consists of practice in finding the unknowns. Prerequisite: General Inorganic Chemistry. Credti five semester hours.

Science 213. (Formerly 104W.) Chemistry 2. Household Chemistry. Three lectures, four hours of laboratory a week. For Home Economics students who have had Chemistry 1. A study of the chemistry of textiles and foods. Credit five semester hours.

Science 214. (Formerly 104b.) 1, 2. Chemistry 3. Organic Chemistry. Three lectures, four hours of laboratory a week. A study of the most important compounds of carbon. Of fundamental importance to those who expect to study nutrition. Credit five semester hours.

Science 215. (Formerly 104ES.) Chemistry 4. Organic Chemistry. Aromatic Series. Credit three semester hours.

Science 311. (Formerly 104D.) 2. Chemistry 5. Quantitative Analysis. One lecture, four hours laboratory a week. A course which treats of the theory and practice in gravimetric and volumetric analysis. Prerequisite: Chemistry 1. Credit three semester hours.

Science 313. (New.) 2. Chemistry 6. Physiological Chemistry. Two lectures and four hours laboratory work a week. A study of the Chemistry of Digestion, Metabolism, Nutrition, Vitaminoses, and Blood Analysis. Credit four semester hours.

Biology

General

Science 121. (Formerly 109.) 1, 2, 3, 4. Biology. This is an introductory course in general Biology, involving a study of typical forms of animal life. As far as possible, environmental material is used for laboratory study. The course aims to lead the student to form habits of accurate observation and, by clear thinking, to reach logical conclusions. Attention is called to some of the big problems of life, such as the struggle for existence, survival of the fittest, the laws of heredity, the influence of environment, and practical results of hybridization. Two recitations and one double laboratory period per week will be required. Credit three semester hours.

Botany

Science 231. (Formerly 105.) Botany 1. This study includes the sturcture, morphology, reproduction and ecology of the flowering plants. Field work is very essential, and all the common plants in the community must be learned by the student. Trips on Saturday for studying plants in their environments will be stressed. Herbarium and notebook very important. Two lectures or recitations per week and one double laboratory period either in the laboratory or in the field. Credit three semester hours.

Science 232. (Formerly 106.) Botany 2. This course will include a study of the non-flowering plants such as the ferns, mosses, lichens, liverworts, and algae. Two lectures or recitations and one double laboratory period either in the field or laboratory per week. Credit three semester hours.

Science 233. (New.) 2. Plant Diseases. Some of the more common plant diseases are studied with a view of determining the causitive agent and the methods of control. One lecture and two double laboratory periods. Credit three semester hours.

Zoology

Science 241. (Formerly 107a.) Zoology 1. This course will include a study of the structure, development, habits, variation and usefulness of the invertebrate animals. Two recitations or lecture

periods and one double laboratory period in the field or laboratory each week will be required. Field work among the insects and spiders will be stressed. Credit three semester hours.

Science 242. (Formerly 107b.) Zoology 2. This course will include a study of the vertebrate animals stressing their habits, usefulness, and general relation to man. The pupil will learn how to express his thoughts in story form about his favorite animal. Two recitations or lectures and one double laboratory period will be required per week for work in the field or laboratory. Credit three semester hours.

Science 243. (New.) 3. Economic Entomology. A study of insect pests destructive to farm crops. Credit three semester hours.

Science 244. (New.) Parasitic Zoology. A study of parasitic organisms infesting domestic animals. One lecture and two double laboratory periods. Credit three semester hours.

General Science

Science 151. (New.) Nature Study. Not to receive credit if the student has credit in Science 108a or Science 108b of former years. Credit three semester hours.

Methods and Materials

Science 261. (Formerly 100.) The teaching of General Science in Secondary Schools. A course designed for prospective teachers of General Science in the Junior and Senior high schools. Students must possess a general acquaintance with the content of the physical and biological sciences before they may enter the class. The course will be organized around the following topics: (1) history and development of General Science; (2) the making of inexpensive apparatus; (3) the sources and selection of materials for teaching General Science; (4) the lecture-demonstration as a teaching tool. This course is for the student who plans to teach science in the Junior high schools of Kentucky. Two lectures, two hours' laboratory a week. Credit three semester hours.

Science 361. (Formerly 104C.) Chemical Education. General chemistry from the standpoint of the teacher. Methods for presenting different topics, discussion of text books, fitting up of laboratories, buying of apparatus and supplies, lecture experiments, details of laboratory manipulation and routine; reports on recent books and periodicals. Three lectures per week. Credit three semester hours.

Geography

Science 171. (Formerly 113.) Geography of the United States and North America. This is a course for Freshmen. It is a review of Geography as taught in the eighth grade, and, also, stresses methods in teaching Geography in the seventh and eighth grades. Credit three semester hours.

Science 377. (Formerly 112.) Conservation of Natural Resources. This course will involve a study of the natural resources of the United States and the world; history of the exploitation of soils, forests, mineral resources, etc.; present movement to conserve natural resources, reclamation of arid and swamp lands; reduction of erosion; conservation of minerals and forests; present use and future possibilities of water power and inland navigation. Credit three semester hours.

Physiology

Science 181. (Formerly Advanced Physiology 1.) This course will include a study of the structure and composition of the tissues and organs of the human body. Two recitations and one double laboratory period per week. Credit three semester hours.

II. SPECIAL DEPARTMENTS.

1. Art
2. Home Economics
3. Industrial Arts
4. Music
5. Physical Welfare
6. Commercial Education

Department of Art

To be selected — Miss Gibson

NORMAL SCHOOL

Art 61. (Formerly 1.) Sufficient knowledge of the subject to enable the student to intelligently follow plans as suggested by Supervisors of Drawing or which may be found in the various school magazines devoted to the subject, is the aim of this course which is as follows:

1. Development of the sense of color, direction, proportion and form.

2. Linear perspective. Drawing from geometrical forms, vases, etc. Also blackboard drawing in both crayon and charcoal.

3. One finished composition in which the knowledge of line and color acquired by the student during the term is practically applied, will be required. This will be in the form of a poster, or an illustrated booklet. Credit one-fourth unit.

Art 71. (Formerly 2.) Art Structure is the subject under consideration for this semester. This will include color theory, the principles of applied design, and the working out of original patterns for silks, tapestries, etc., from flower motifs. Credit one-fourth unit.

COLLEGE COURSES

Art 341. (Given in 1925 as 105.) Pottery. Credit two semester hours.

Art 342. (Given in 1925 as 105.) Clay Modeling. Credit two semester hours.

Art 152. (Given in summer of 1927 as 112.) Freehand Drawing. Credit two semester hours.

Art 251. (Given in summer of 1927 as 117.) Freehand Drawing —Advanced. Credit two semester hours.

Art 161. (Formerly Art 101.) Public School Art. The fundamental principles of drawing and design. The course also includes lettering, poster making, and color theory. Credit three semester hours.

Art 362. (Given in the summer of 1927 as 115.) Supervision of Art. Credit two semester hours.

Art 271. (Given in the summer of 1927 as 110.) Art Structure. Credit two semester hours.

Art 272. (New.) Advanced Art Structure. Credit two semester hours.

Art 371. (Given in the summer of 1927 as 113.) Textile Design (Art Structure.) Credit two semester hours.

Art 372. (Formerly 106.) Applied Art. The purpose of this course is to have the student apply his knowledge of design or to put to practical use the theory and technique of the previous design courses. Color plates are made of each problem, then applied to such objects as parchment shades, wooden book ends, silk scarfs, etc. The course also includes the building, coiling, firing and glazing of clay bodies. Aside from making pieces by hand the students are taught to use the potter's wheel. Credit three semester hours.

Art 252. (Formerly 104.) Drawing and Painting. Prerequisite: Art 101. Credit three semester hours.

Art 381. (Formerly 109.) Painting—Advanced. The course includes, still life, outdoor sketching, and sketching from life. Prerequisites: Art 101, 104 and 108. Credit three semester hours.

Art 291. (Formerly 107.) Art Appreciation. The purpose of this course, is primarily, to acquaint the pupil with the masterpieces of painting. Credit three semester hours.

Department of Home Economics

Miss Dix Miss Burrier Miss Slater

To meet the minimum requirement in Science for the Advanced Certificate, girls majoring in Home Economics must take Science 103 and Science 104, a total of ten hours in Chemistry, instead of Agriculture, Geography, and Nature Study. It is advised that Science 121 be taken as an elective.

Students intending to take a degree in Home Economics must take Science 213, Science 211 and a total of fifteen hours of Chemistry.

NORMAL SCHOOL COURSES

Home Economics 02. (Formerly 2.) Food Study. This is a study of the fundamentals underlying food preparation. Credit one-half unit.

Home Economics 03. (Given in the summer of 1927 as Home Economics 4.) Advanced Food Study. This is a continuation of Home Economics 02 and is an advanced study in foods and Dietitics.

Home Economics 11. (Formerly 1.) Clothing. The subject matter of this course will include hand and machine sewing, the construction of undergarments and decorative stitches. Credit one-half unit.

Home Economics 12. (Formerly 3.) Dressmaking. Simple cotton, linen and tub silk dresses are made. Credit one-half unit.

Home Economics 21. (Given in the summer of 1927 as 4.) Household Problems. This is a general course in Home Economics. It includes home sanitation and general household activities. This course is for those who do not plan to take more than one course in Home Economics.

TEACHERS COLLEGE COURSES

***Home Economics 101.** (Formerly 101.) 1, 2, 3, 4. Food Study and Cookery. This course deals with the methods of preparing and cooking the types of food most commonly used in the home, and the teaching of various classes of food principles. A little work on meals will be included. Class meets for two double periods and one single period every week during the semester and a double period daily during the summer school. Fee $6.00. Credit three semester hours.

***Home Economics 102.** (Formerly 107.) 2, 3. Marketing, Meal Planning and Serving. The aim of this course is to apply a knowledge of fundamental processes of cookery to the preparation of meals for the home. Special attention is given to table setting, serving and table etiquette. Class meets double periods twice a week during the semester and double periods daily during the summer school. Prerequisite: Home Economics 101. Fee $6.00. Credit two semester hours.

Home Economics 201. (Formerly 110.) 2, 3. Dietetics. This course includes calculating the requirements of the individual in the

light of the nutritive properties of the various classes of food stuffs. Typical diets are prepared. Special diets for the sick are included. Class meets one double period and one single period per week during the semester and double periods daily during the summer school. Prerequisites: Home Economics 101, 102, Science 211 and 213. Credit three semester hours.

*Home Economics 111. (Formerly 102.) 1, 2, 3, 4. Elementary Clothing. The fundamental processes of clothing construction are taught in this course, through the construction of undergarments. Emphasis is laid on design, materials and some study of textiles. Care and repair of clothing are studied to some extent. Girls furnish their own materials to make garments. Class meets double periods three times a week during the semester and double periods daily during the summer school. Fee $2.00. Credit three semester hours.

*Home Economics 112. (Formerly 103.) 1, 2, 3, 4. Dressmaking. (Not offered the first semester of 1927-28.) Cotton, wool and silk materials are used in the making of dresses. Emphasis is laid on selection and design. Commercial patterns, alterations and remodeling are studied. Meets two double periods twice a week during the semester and double periods daily during the summer school. Prerequisites: Home Economics 111 or its equivalent. Girls furnish their own materials. Fee $2.00. Credit two semester hours.

Home Economics 211. (Formerly 104.) 2, 3. Textiles. A study of standard textiles from the standpoint of growth, preparation and the relative values of clothing and house furnishing materials. The identification by means of the microscope and chemicals, laundering and dyeing. The class meets two double periods twice a week during the semester and double periods daily during the summer school. Credit two semester hours.

Home Economics 212. (Formerly 108.) 2. Millinery. The construction of frames; covering of frames; trimmings; and the renovation of hat materials. Prereqpisites: Home Economics 11 or its equivalent. Class meets two double peridos a week during the semester. Students furnish their own materials to make hats. Fee $2.00. Credit two semester hours.

Home Economics 315. (Formerly 109.) Costume Design. (Not offered in 1927-28.) The study of historic costume; the effect of lines and color on the figure; designing, draping and cutting. Prerequisites: Home Economics 111, Home Economics 112 and Art 161. Credit two semester hours.

Home Economics 121. (New.) 2. Home and Social Problems for Boys. This course deals with nutrition, home cookery and meal basis, camp cookery, standards of social conduct, home relationships, choice and care of clothing, first aid and home care of the sick. Credit one semester hour.

*Home Economics 221. (Formerly 105a.) 2. Sanitation. A study of the plumbing, ventilation, and lighting of a house; household pests

and their control; also the special care of house furnishings. Meets a single period three times a week. Credit two semester hours, unless Industrial Arts 121 is taken for full credit. In that case one hour.

Home Economics 222. (Formerly 105b.) 1, 4. Interior Decoration. Study of house plans; the organization and equipment of houses. Period furniture is studied to some extent. Also the refinishing of furniture. Meets two double periods a week during the semester and double periods four days a week during the summer school. Prerequisite: Art 161. Credit three semester hours, unless Industrial Arts 237 is taken for full credit, then two hours in the semester, or one in a summer term.

Home Economics 321. (Formerly 106.) House Management. (Not offered in 1927-28.) A study of the sequence of house duties and general household problems; the purchasing of household supplies, budgeting. Prerequisites: Home Economics 101, 102, 221, 222, and 111. Credit two semester hours.

Home Economics 231. (Formerly 112.) Home Nursing. (Not offered in 1927-28.) Girls are taught how to care for emergencies and administer first aid. Also home care of the sick including such practical things as taking pulse, respiration, bathing of patients, etc. Prerequisites: Home Economics 221 and Physical Welfare 100 or 101. Credit two semester hours.

Home Economics 331. (Formerly 111.) 1. Child Care. A general study of the home care and training of the child from birth to the school age. Special attention is given to infant nutrition. Meets double periods one day and a single period another day in one week. Prerequisite: Home Economics 101, 102, 111. Credit two semester hours.

Home Economics 361. (Formerly 113.) Home Economics Education. (Not offered in 1927-28.) Methods, observation and student teaching. Special emphasis is laid on organization of courses, equipment of laboratories and the use of illustrative materials for teaching. Prerequisites: Home Economics 101, 102, 111, 112, and enough other credits in Home Economics to make a total of fifteen hours. Also Education 111 and 102. The amount of credit that this course carries is determined by the number of hours that the student participates in teaching. A minimum of two semester hours credit is given.

*Required of all students majoring in Home Economics.

Department of Industrial Arts

Mr. Deniston Mrs. Hume

The work in manual training is arranged, first, to aid those who must for some time to come teach both industrial art subjects and academic subjects in the elementary schools or high schools of the state; second, to provide thorough preparation for students who desire to become special teachers, directors and supervisors of industrial art subjects; third, to furnish courses for students who desire to enrich the traditional lines of liberal study.

The demand for competent teachers in the industrial art subjects exceeds the total supply of such teachers from all sources. In many localities teachers are sought who can teach both the manual training work and the common branches, and better salaries are offered for this class of teachers than for teachers who can teach the common branches only.

Students doing their major work in this department should begin shop work and mechanical drawing at the same time.

NORMAL SCHOOL COURSES

Shop Courses

Manual Training 41. (Formerly 1.) Elementary Bench Work. A course in elementary work involving problems which may be worked out in the intermediate grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Credit one-half unit.

Manual Training 42. (Formerly 2.) Advanced Bench Work. A continuation of Manual Training 41. Credit one-half unit.

Drawing Courses

Manual Training 91. (Formerly 2.) Mechanical Drawing 1. A beginner's course of secondary level involving the use of instruments, freehand lettering, geometrical problems, sketching, and simple orthographic projection. Credit one-half unit.

Manual Training 92. (Formerly 4.) Mechanical Drawing II. A continuation of Manual Training 91. Credit one-half unit.

Manual Training 65. (Formerly Handwork 1.) This course deals with the construction work that the rural teacher should be able to do. Processes, problems, sources of guidance, and sources and choice of materials receive attention. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Shop Courses

Manual Training 201. (Formerly 109.) By appointment. Projects in Industrial Arts. This course is for teachers wishing to make a special study of some phase of the work or to make projects of an

original design. The nature of the work will be decided upon by student and instructor. Prerequisites: To be decided by the instructor. Credit one or two semester hours.

Manual Training 121. (New.) By appointment. Home Mechanics. A general study is made of the various repair jobs about the home. Job sheets will be worked out covering the different problems studied. No prerequisite. Credit two semester hours, unless Home Economics 221 is taken for full credit. In that case one semester hour.

Manual Training 231. (New.) 1, 2. Descriptive Geometry. (Same as Mathematics 231.) The course deals with the determination of points and lines in space, lines of intersection of solids and the development of surfaces and patterns. Attention is also given to the theory of orthographic and oblique projections. Prerequisite: Plane and Solid Geometry. Credit two semester hours.

Manual Training 233. (Formerly 111.) 2. Industrial Arts Design. The fundamental principles of constructive, decorative and pictorial are are studied. The problems given involve the practical application of these principles to the various articles made in other shop courses. Actual class room work is done in designing and rendering with pencil, pen and ink, and color. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 237. (Formerly 113.) 1. Home Planning and Decoration. The course deals with the construction of the house, making convenient plans, location on the lot, landscaping and the principles of interior decoration. Some treatment of furnishings and arrangements are considered. Prerequisite: Freehand Drawing or Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 141. (Formerly 104.) 1, 2. Elementary Cabinet Making. The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction on details of construction, glueing, scraping, sanding, finishing, upholstering, and costs of materials. Credit three semester hours.

Manual Training 242. (Formerly 105.) 2. Advanced Cabinet Making and Mill Work. This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery and in methods of preventing accidents in operation. Work is required in the upkeep and care of tools and machinery. The practical work consists of: Making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber,

finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisites: Elementary Cabinet Making, and Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 244. (Formerly 106a.) By appointment. Elementary Wood Turning. This course deals with various methods in turning in hard and soft woods; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used. Speed for different types of stock, the various materials used in turning and turning as a trade, are also included. Prerequisites: Elementary Mechanical Drawing and Elementary Cabinet Making. Credit two semester hours.

Manual Training 245. (Formerly 106b.) By appointment. Advanced Wood Turning. A continuation of the elementary course in which the student designs his own projects. The different types of lathes, logical arrangement in shop, management and the teaching of wood turning will receive special attention. Prerequisite: Elementary Wood Turning. Credit two semester hours.

Manual Training 347. (Formerly 108.) 1. Patternmaking. The patternmaking course takes up the technical details in a simple way. The student makes a number of exercises embracing the fundamentals of patternmaking. The actual work consists of bench and machine woodwork and wood turning. Instruction and demonstrations cover the use of machine and hand tools, application of patternmaking principles, methods of construction, methods of turning and methods of finishing the exercises. Advanced problems are assigned as soon as the student develops special ability. Prerequisite: Elementary Mechanical Drawing, Elementary Cabinet Making, and Elementary Wood Turning. Credit two semester hours.

Manual Training 249. (New.) Wood Finishing and Decoration. The work offered in this course covers the making of a series of panels showing the method and value of the different types of finishes. In addition, students are given practical work in painting, interior finishing and the refinishing of furniture. Lectures will be given upon the different materials used. Prerequisite: Four hours of shopwork. Credit two semester hours.

PROFESSIONAL COURSES

Manual Training 161. (Formerly 110.) 1. Method in Manual Training. This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school system, equipment, planning of courses, arrangement of shops, and methods of teaching will be given the student. Prerequisite: Six hours' credit in Manual Training. Credit one semester hour.

Industrial Arts 165. (Formerly Handwork 101.) Subjects covered in this course are paper and cardboard construction with some weav-

ing and basketry, presented in such a way as to be of special value to teachers and supervisors of the lower grades. Information is given about equipment and supplies for this work.

A large variety of different kinds of problems is worked out, using the different kinds of common media. Suggestions are given for other problems. Some time is devoted to discussions and consideration of methods of teaching. Students are shown how the work can be correlated with subjects taught in the grades. Credit two semester hours.

Industrial Arts 166. (New.) A course for Camp-Fire Girls, camp leaders, Girls' Reserve, Y. W. C. A. directors. This course includes: 1. Gesso Moderling. 2. Bateek work. 3. Wax work. 4. Basketry; and others. This course for Camp-Fire Girls is not only to teach in advanced grades if necessary but to meet the many calls of students filling these positions during the vacation months. Credit two semester hours.

Manual Training 361. (New.) 2. History and Organization of Industrial Arts. A review of the development of educational handwork in Europe and the influence of this work on the manual and industrial arts movements in the United States. Organization of industrial arts is discussed as to purposes, arrangement of courses, equipment, plans of school shops, and methods of presentation and supervision. Prerequisite: General Psychology and six hours of Industrial Arts. Credit two semester hours.

Manual Training 364. (Formerly 114.) Vocational Education. A study will be made of the development and growth of the industrial movement in the United States, including the various types of schools, such as trade, continuation, part time, prevocational and vocational, and also trade and school surveys, state and federal legislation and regulation. Prerequisite: Open only to advanced students who present evidence of ability and fitness for supervisory work, or who have pursued two years' work in College. Credit two semester hours.

Manual Training 366. (New.) Teaching and supervision of Industrial Arts. The problem of teaching from the standpoint of the industrial arts teacher forms the basis of this course. Organization of subject matter and methods of presentation are emphasized. Shop and class management are also discussed. Types of lessons, lesson plans, demonstrations and systems of grading are taken up in this course. Prerequisite: Same as Manual Training 364. Credit two semester hours.

Manual Training 281. (New.) 2, 3. Auto Mechanics. The students make a study of the automobile and tractor with special emphasis on lubrication, ignition, carburization, adjustments, driving, care and upkeep. Prerequisite: Elementary Mechanical Drawing and two hours of shopwork. Credit two semester hours.

Manual Training 191. (Formerly 101.) 1, 2, 3, 4. Elementary Mechanical Drawing. This course is for students who have never studied mechanical drawing. A time limit is set upon each drawing suitable for the average student. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, projection, inking, tracing and blue printing. Freehand sketches of problems are given to the student to make working drawings. Credit three semester hours.

Manual Training 292. (Formerly 102.) 1, 4. Elementary Machine Drawing. A study is made of the principal forms of bolts, screw threads, nuts and conventions. The student secures his problems from perspectives with dimensions and tabular data and from sketches made from actual machine parts. Detail drawings in section, assembly drawing from details and detail from assembly drawings will constitute the main body of the course. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 294. (Formerly 103.) 2, 3. Elementary Architectural Drawing. A thorough study is made of conventions and symbols, methods of representation and drawing of various details. Particular attention is given to freehand architectural lettering and sketching. A set of plans for a small simple building is drawn by the class. Modern drafting methods are used. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 299. (New.) 1, 2, 3, 4. Lettering. The work begins with thin line singlestroke letters followed by various alphabets of the wide line, filled in and ornamental types. Initial letters and monograms are designed. The lettering of school posters and signs receives special attention. No prerequisite. Credit one semester hour.

Department of Music

Mr. Stewart Miss Campbell

NORMAL SCHOOL

Music 011. (Formerly 1.) 1, 2, 3. The course deals with a study of the theory of music; song material for use in the grades and methods or presenting this material. One-fourth unit. Five recitations per week. Golden Book of Song, Self Help No. 3, Pitch Pipe.

Music 012. (Formerly 2.) 2, 3. The course deals with application of theory studied in (011); part singing; musical instruments by sight and sound. One-fourth unit. Five recitations per week. Prerequisite 011. Gray Book of Songs, Music Writing Book, Pitch Pipe.

Music 013. (New.) 3. This is a course in recreational singing and consists of community music, organization of community programs, records for appreciation. Elective. Not to be substituted for either 011 or 012. One-fourth unit. Five recitations per week. Golden Book of Songs, Music Memory Book. Pitch Pipe.

COLLEGE CLASSIFICATION

Conducting

Music 131. (Formerly 105.) 1, 2, 3. Chorus conducting, technique of the baton, organization of the chorus, part singing. Elective. Two hours, four recitations per week.

Music 137. (New.) 1, 2, 3. Theory of music for students of orchestral instruments. Instrumental technique. Elective. Three hours' credit. Three recitations per week.

Music 235. (Formerly 106.) 1, 2, 3. Orchestra conducting, organizing and directing the school orchestra, class instruction in instruments of the orchestra. No prerequisite. Elective. Two hours. Four recitations per week.

Methods and Materials

NOTE:—The student may receive credit on 161, 162, or 163, but not on more than one of the three unless taking a major in music for a degree.

Music 161. (Formerly 101.) 1, 2, 3, 4. Notation of music and fundamentals: material and methods for rural schools. Musical instruments by sight and sound. Rural school. Two hours' credit. Four recitations per week.

Music 162. (Formerly 101A.) 1, 2, 3, 4. Material and methods for grades one to four. Toy orchestra, monotone, singing games, action songs, pantomine songs, rhythmic drills, appreciation. Two hours' credit. Four recitations per week. Dann first year Music, Everyday Song Book. Pitch Pipe.

Music 163. (Formerly 101B.) 1, 2, 3, 4. Material and methods for grades five to eight; major and minor scales, transposition, triads, chromatic scale, solfeggio, appreciation. Two hours' credit. Four recitation periods per week. Twice 55 Brown Book, Self Help No. 3, Pitch Pipe.

Music 261. (Formerly 104.) 2, 3. For Supervisors of Music. Observation in training school and some practice teaching. Elective. Prerequisite: 161, 162, or 163. Two hours' credit. Two recitations per week. Teachers' Manual, song books, pitch pipe, music, writing book.

History, Development and Appreciation

Music 271. (Formerly 110.) 1, 2, 3, 4. Music Appreciation, Folk Song, Art Song, Oratorio, Opera, Chamber Music, Piano Music, Symphony. Three hours' credit. Three recitation periods per week. Elective. Prerequisite: 161, 162, or 163. Text: Song to Symphony. Music Memory Book.

Music 276. (Formerly 111.) 1, 3. Musical instruments; primitive and oriental instruments of percussion; the organ, the piano, harpsichord, clavichord; the violin family, wind instruments; the modern orchestra. Elective. Prerequisite 271. Two hours' credit. Four recitations per week. Text: Musical Instruments, loose leaf note book.

Music 278. (Formerly 112.) 1, 4. Music History; primitive music, medieval, music, the polyhonic period, the classic period, the romantic period, music in the nineteenth century, music today and modernism. Elective. Prerequisite 276. Two hours' credit. Two recitation periods per week.

Department of Physical Welfare

Mr. Carter — Miss Russell
Mr. Hembree — Miss Hughes
Dr. Scudder

NORMAL SCHOOL

Physical Welfare 01. (Formerly 3.) 2. Physiology and Hygiene. Credit one-half unit.

Physical Welfare 61. (Formerly 1.) 1, 2, 3. The primary aim of this course is to prepare rural school teachers to teach the subject of public health, hygiene and sanitation. Some physiology is taught in this course as a background on which to build a proper knowledge of health. Play and gymnastic as a means of producing healthier children are given proper attention. Credit one-half unit.

Physical Welfare 62. (Formerly 2.) 1, 2. In this course the teacher is taught many games; also, how to supervise and direct them. Physical exercise and its relation to the health of the individual receives major emphasis.

COLLEGE

Physical Welfare 100. (Formerly 100.) 1, 2, 3. (Girls.) Personal Hygiene. This course presents personal and general hygiene as a means for the improvement of living. It considers the meaning of health in terms of life values, the biologic approach for the study of health, the place of intelligent control in modern civilization, unscientific and irrational health proposals, ways for the improvement of health and the prevention of disease. Credit three semester hours.

Physical Welfare 101. (Formerly Physical Education 101.) 1, 2, 3, 4. Sanitary Science. This course includes a general survey of the fundamental principles of sanitary science and disease prevention, and their application to water supply, milk and general food supply, disposal of sewage and garbage, air supply, the problems of housing, health protection of the worker, and the spread and control of communicable diseases. Some attention will be given to the problems of rural hygiene. The social and economic aspects of health problems will receive due consideration. The functions of the State Board of Health and the United States Public Health Service will be discussed. Required of all Freshmen. Credit three semester hours.

Physical Welfare 301. (Formerly Physical Education 103.) 2, 4. Physiology of Exercise. A text book course, supplemneted by lectures and laboratory work, on the physiology of the muscles, nerves, circulation and respiration, with especial relation to the effects of bodily exercise. Credit two semester hours.

Physical Welfare 303. (Formerly Science 118.) 1, 2, 4. Microbiology. This course deals with the more common micro-organisms that affect everyday life. Some bacteriological problems of personal

and public hygiene and sanitation are included. This course is especially recommended for students majoring in Home Economics. Two recitations and one double laboratory period per week will be required. Prerequisite: Science 121 or its equivalent. Credit three semester hours.

Physical Welfare 111. (New.) 1, 2, 3, 4. Play Text book work on the theory of play, lectures on the practical management of the playground, and demonstration and practice of games. The growth of the play movement in England, Germany, and the United States is followed, with the development of municipal playgrounds and social centers. On the practical side the following topics are treated: equipment, apparatus, courts, games, tournaments, festivals, efficiency tests, group athletics and manual constructive work. Credit two semester hours.

Physical Welfare 113. (Formerly Physical Education 102) 1, 2, 3, 4. Play. Credit two semester hours.

Physical Welfare 115. (Formerly 104.) 1, 2. Folk Dancing. Credit one semester hour.

Physical Welfare 213. (New.) 2. Natural Dancing. Prerequisite: Physical Welfare 115. Credit one semester hour.

Physical Welfare 215. (New.) 1, 2. Not given in the fall of 1927. Advanced Dancing.

Physical Welfare 211. (New.) 1, 4. Clubcraft. Gril scouts, Camp-fire, and Woodcraft Organization. This course includes theory back of club work and recreation in general. The activity side is emphasized in hiking, fishing, games, dances, stories, nature work, and picnics. Credit two semester hours, unless Industrial Arts 166 is taken, then one semester hour.

Physical Welfare 221. (Formerly 105.) 1, 2, 3, 4. History of Physical Education. A discussion of the gymnastics of the Greeks and the Romans, of the decline and revival of exercise and sports, the growth of our modern system of physical training, the play movement, recent national and state legislation regarding physical education, is made in this course. Credit one semester hour.

Physical Welfare 261. (Formerly Physical Education 109.) Basketball for Men. Such subjects will be studied as the place of the game in the public school, the ethics and the etiquette of the game, and how to teach young people to play it. Attention will likewise be given to selecting, controlling, financing, equipping, and rewarding a team. As much time as can be found will be spent in playing; (1) to learn to play, and (2) to illustrate points in the class discussion. Credit one semester hour.

Physical Welfare 262. (Formerly Physical Education 112.) Basketball for Women. Description the same as Physical Welfare 261. Credit one semester hour.

Physical Welfare 263. (Formerly Physical Education 110.) Baseball. Description the same as Physical Welfare 261. Credit one semester hour.

Physical Welfare 361. (Formerly Physical Education 108.) Football. Description the same as Physical Welfare 261. Credit one semester hour.

The other men in the squad have the same instruction and practice daily on the field and can play on the teams that scrimmage against the regulars. Many men learn the game for purposes of coaching who are not physically fit to play in all phases of it. Credit one semester hour.

Physical Welfare 362. (Formerly Physical Education 111.) Track and Field Sports. A track team meets the teams of other colleges in dual contests, and class contests are carried on among the men who are not on the team. Special instruction is given in the details of running, hurdling, jumping, starting, putting the shot, and vaulting. Credit one semester hour.

Physical Welfare 365. (Formerly Physical Education 120.) Method in Teaching Health Education. Prerequisites: Physical Welfare 100, 101. Credit two semester hours.

Department of Commercial Education

Mr. Lawrence Miss Ford

NORMAL SCHOOL

Commerce 15. Shorthand. A beginning course in Gregg Shorthand. This course covers the first ten lessons of the manual and reading in a supplementary text. Sufficient practice is given writing to assure accuracy. Credit one-half unit.

Commerce 16. Shorthand. This course is a continuation of Commerce 15, and takes up the last ten lessons of the manual with reading and writing practice on matter illustrating the principles. Some emphasis is given to speed in this course; 75 words a minute is required. Credit one-half unit.

Commerce 21. Bookkeeping. An elementary course in the principles of bookkeeping. A thorough study of accounting terminology and practice with laboratory set. A knowledge of arithmetic is assumed. Credit one-half unit.

Commerce 22. Bookkeeping. A continuation of Commerce 21, which takes up partnership accounting. Lectures supplemented with laboratory work to give practice in making entries. Credit one-half unit.

Commerce 51. (Given 1926-27 as Commerce 8.) Typewriting. This is the beginning course in touch typewriting. The keyboard is learned through daily drills and laboratory lessons outside class. Credit one-half unit.

Commerce 52. (New.) Typewriting. A continuation of Commerce 51, with emphasis on speed. Credit one-half unit.

COLLEGE

Principles of Business

Commerce 101. (New.) 1, 3. Business English. English as applied to business letters, reports, and communications of various kinds are studied. Punctuation, spelling, capitalization, paragraphing, etc., are studied and practice in writing copy is given. Typewriting is a prerequisite. Credit three semester hours.

Commerce 102. (New.) 1, 3. Secretarial Practice. A study of the most approved practices in office work is made, and sufficient practice included to give experience in handling office work. Prerequisite: Commercial Education 117. Credit three semester hours.

Commerce 103. (Formerly 110.) 2, 3. Business Law. A study of business law as applied to ordinary business practice. The purpose of this course is not to prepare one for the practice of law but to protect himself in dealing with others. Contracts, sales, agency, negotiable instruments, bailments and carriers, insurance. etc. Credit three semester hours.

Commerce 104. (New.) 1, 3. Business Ethics. A study of social attitudes of business organizations, relations of employer and employee, the place of business in the social order. Credit one semester hour.

Commerce 105. (New.) Office Routine. This course will be offered in the fall of 1928.

Commerce 106. (New.) 2, 3. Business Organization. A study of the types of business organization and their control. Combinations of various kinds, the legislation concerning them and the economic advantages and disadvantages are given attention. Credit three semester hours.

Shorthand

Commerce 115. (Formerly 105.) 1, 2, 3, 4. Shorthand. This is the beginning course in Gregg shorthand and the first ten lessons in the manual are studied. Sufficient supplementary reading and writing is give to provide for proficiency in writing. Theory is emphasized more than speed. Credit three semester hours.

Commerce 116. (Formerly 106.) 2, 4. Shorthand. A continuation of Commercial Education 115, finishing the manual and including some speed practice. The student should attain a speed of 75 words a minute. Credit three semester hours.

Commerce 117. (New.) 2, 3. Shorthand. This is a dictation course in shorthand but theory is emphasized. Typewriting is a prerequisite to this course and the student is expected to attain a speed of 100-125 words a minute on average matter. Credit three semester hours.

Accountancy

Commerce 121. (New.) 1, 2, 3, 4. Business Arithmetic. This course must be taken before or along with Commerce 122. Rapid calculation, short-cuts, and methods of calculating business problems are studied. Attention is given to methods of teaching the subject in high school. Credit two semester hours.

Commerce 122. (Formerly 101.) 1, 2, 3, 4. Accounting. The principles of accounting with emphasis on theory, and practice in a laboratory set in making entries and analyzing accounts. The making of financial statements receives attention, and practice in interpreting these statements. Credit three semester hours. Class meets daily, three recitations and two laboratory periods.

Commerce 123. (Formerly 102.) 1, 2, 3, 4. Accounting. A continuation of Commerce 122, studying partnership procedure and laboratory work in making entries and statements. The student should be able to keep books for the average concern after completing this course. Credit three semester hours. Class meets daily, three recitations and two laboratory periods.

Commerce 124. (New.) 2, 3. Banking and Bank Accounting. A study of banking practices and accounting methods peculiar to banks. A general study of the theory of banking and organization of banks. Class meets daily, three recitations, and two laboratory periods. Prerequisites: Commerce 122 and 123. Credit three semester hours.

Commerce 125. (New.) 2, 4. Accounting. Corporation accounting and problems are studied. Financing of corporations, their organization and practices are studied. Prerequisites: Commerce 122 and 123. Meets daily, three recitations and two laboratory periods. Credit three semester hours.

Penmanship

Commerce 131. (New.) 1, 2, 3, 4. Penmanship. This is a course in college penmanship and is required of every student majoring in commerce. The instruction is individual and the student progresses as he practices. Emphasis is placed on teaching penmanship in the high school. Meets twice a week. Prerequisite: A pass in the non-credit course. Credit one semester hour.

Selling

Commerce 141. (New.) 1, 3. Salesmanship. A course in the general psychology underlying salesmanship. Personal efficiency, analyzing the prospect, and knowing the commodity are topics studied. It is taught with the idea of teaching the subject in high school. Credit three semester hours.

Commerce 143. (New.) Marketing. A course in the principles of marketing. (Offered in the fall of 1928.) Credit three semester hours.

Typewriting

Commerce 151. (Formerly 108.) 1, 2, 3, 4. Typewriting. Beginning typewriting. Drills are given daily to familiarize the student with the keyboard and a speed of 25 words a minute is the aim. Meets daily, two recitation periods and three laboratory periods. Credit two semester hours.

Commerce 152. (Formerly 109.) 1, 2, 3, 4. Typewriting. Advanced typing, with emphasis on speed, styles of letters, and the mechanical arrangement of letters and other typewritten matter. A minimum speed of 40 words a minute is the aim. Credit two semester hours.

Methods and Materials

Commerce 261. (New.) 2, 3. Methods of Teaching Commerce. Methods of teaching each of the courses offered in most high schools will be discussed. Such subjects as shorthand, typewriting, bookkeeping, salesmanship, business arithmatic, and business law are the principal ones. The student should have credit in these courses or understand them. Credit three semester hours.

Commerce 262. (New.) 2. Practice Teaching in Commerce. This course is desirable for those who plan to take up commercial teaching immediately. It should follow Commerce 261. Credit five semester hours.

Eastern Alumni

CLASS 1907

*Bailye, Eva ..... Harrodsburg
Jeffers, Jennie ..... Greenville
Mason, Mabel ..... Richmond
Rice, Alma R. ..... Richmond
Sullivan, Hattie M. ..... Williamsburg

CLASS 1908

Abner, James R. ..... Lancaster
Dale, C. S. ..... Champaign, Ill.
Daniel, William E. ..... Red Bush
Davis, Ruth W. ..... Carlisle
Gaines, Alberta—Mrs. Alberta Gaines Stevens ..... Burlington
Gray, Caroline M. ..... Williamstown
Morris, Emma ..... Knox Fork
Sullivan, Flora J. ..... Williamsburg
Ward, W. B. ..... Elkhorn City
Womack, Alma ..... Oldtown

CLASS 1909

Anderson, Leslie ..... Stanford
Chandler, S. P. ..... Sip
Davis, H. L. ..... Ashland
Fallis, O. B. ..... Danville
Gifford, C. H. ..... Sardis
Holbrook, Cam S. ..... Cynthiana
Jones, J. C. ..... Barbourville
Morgan, Elizabeth W. ..... LaGrange
Pettus, Ila ..... Springfield
Scott, Cathryn V. ..... Richmond
Starns, D. H. ..... Williamstown

CLASS 1910

Baker, Clyda ..... Hazard
Baker, Eunice ..... Hazard
Bergmyer, Margaret G. ..... Dayton
Boothe, I. H. ..... Richmond
Bradford, H. T. ..... Brooksville
Brooks, David ..... Parksville
Campbell, J. B. ..... Barbourville
Caudill, W. M. ..... Holly Bush
Colyer, Mary Lee ..... Richmond
Cox, Lula ..... Junction City
Culton, Thos. B. ..... Corbin
Cundiff, E. F. ..... Somerset
*Davis, Allen ..... Freestone
Davis, James S. ..... Dickman
Farley, Lela ..... Rockhold
Evans, Mattie Plummer's Landing
Ferguson, Burdeaux ..... Winchester
Ferguson, Roscoe C. ..... Fannin
Gragg, Everett ..... Somerset
Greenleaf, Van ..... Richmond
Hamilton, George D. ..... Richmond
*Houchins, Jennie ..... VanArsdall
Hughes, Bessie ..... Edenton
Hylton, Cora—Mrs. Dr. L. Whitaker ..... Blackey
Irvine, J. S. ..... Science Hill
*Jones, O. V. ..... Owenton
Long, Agnes—Mrs. H. T. Ransdell ..... Shelbyville

*Dead

Lander, Alice ..... Lexington
McDougle, Ivan E. ..... Baltimore, Md.
McHargue, Sue B. ..... London
Maynard, James G. ..... Catlettsburg
Moneyhan, Edith ..... Augusta
Moneyhan, Edna—Mrs. Edna Richards ..... Knoxville, Tenn.
Morgan, Libbie ..... Libbie
Mullikin, Otis L. ..... Millersburg
Neace, John G. ..... Booneville
Prose, Bertha ..... Ashland
Qualls, Webster ..... Frankfort
Richardson, Edgar ..... Science Hill
Roling, Lena Gertrude ..... Richmond
Sasser, Mrs. Alice ..... Tuttle
Scott, Elizabeth ..... Helena, Ark.
Scoville, Elizabeth ..... Raccoon
Sharon, Lowell ..... Richmond
Sheriff, Robert ..... Owenton
Tarter, Gertrude ..... Cain's Store
Taylor, Eva ..... Somerset
Tye, J. J. ..... Barbourville
Webb, Arnold ..... Blair's Mill
White, Catherine ..... Richmond

CLASS 1911

Alcorn, Nora—Mrs. H. B. Owens ..... Greenwood
Arnold, Sue V. ..... Wheatley
Amburgey, M. D. ..... Amelia
Buchanan, Lelia Gore ..... Middlesboro
Brammer, John C. ..... Susie
Carter, Frank M. ..... Flora
Dyche, Emily Byers—Mrs. J. L. Buchanan ..... London
Dodson, Flora ..... Monticello
Elmore, Mary ..... Lancaster
Everage, Mary ..... Hindman
Faulkner, Garnet ..... Catlettsburg
Huffaker, Leona ..... Lawrenceburg
Jackson, Sadie Rea ..... Catlettsburg
Luttrell, Paul ..... Tackett's Mill
Moore, George Mansfield ..... Corbin
Meece, V. F. ..... Somerset
Pettus, Mary Rebecca ..... Stanford
Parard, Marie Joseph ..... Ashland
Pollitt, Clara Edna—Mrs. Ernest F. Overstreet ..... Jeffersonville, Ind.
Roberts, Byron M. ..... Paris
Reed, Everett H. ..... Mayslick
Reid, Homer Lloyd ..... Somerset
Schwartz, Kathryn A.—Mrs. Melville Bryd ..... Ft. Thomas
Tinder, Della ..... Lancaster
Ward, Sara Ellen—Mrs. Lewis Clifton ..... Lexington
Walker, Fay Rowlett—Mrs. Curtis W. Reece, ... Chicago, Ill.

CLASS 1912

Chambers, Jay Lea ..... Morehead
Daniels, Flora B. ..... Catlettsburg
Ewen, Mabel Russell ..... Bowen
Evans, Marvin N. ..... Flemingsburg
Glass, Fannie ..... Booneville

Gullett, W. P. ——— Stacy Fork
Hamilton, Annie Laurie—Mrs. A. C. Sharp ——— Richmond
Jordan, Victor A. ——— Barbourville
Johnson, Shelia M. ——— Ft. Thomas
Moore, Arvon T. ——— Owenton
Kelley, Nora Starke ——— Euclid
Kelley, Sara Maude ——— Euclid
Lester, Lena Elizabeth ——— Tuscola
McNutt, M. H. ——— Bradford
Morriss, Marian Anna—Mrs. Joseph F. Beattie ——— Washington, D. C.
Mathis, Anna—Mrs. Theodore Oppenheim ——— Coldwater, O.
Rayburn, Maude Mae—Mrs. Maude R. Wooten, ——— Evansville, Ind.
Rich, Ada ——— Lancaster
Schirmer, Margaret E. ——— Ghent
Thurman, Ninnie B. ——— Nashtown
Trent, Ada ——— Lawrenceburg
Vaught, Allie A. ——— Somerset

CLASS 1913

Amburgy, L. M. ——— Ashland
Ballard, May D. ——— Richmond
Bertram, Elizabeth L. ——— Vanceburg
Bogie, Annie Miller ——— Richmond
Boothe, John E. ——— Cincinnati, O.
Brock, Maria—Mrs. Paul Gordon ——— Winchester
Broaddus, K. E. ——— Winchester
Bryant, Ben ——— Corbin
Caywood, James ——— Wedonia
Cox, Ella K.—Mrs. Ella Cox Kelly ——— Cleveland, O.
Covington, Mary Q. ——— Richmond
Crowder, Mabel—Mrs. B. L. Murphy ——— Chilesburg
Day, James T. ——— Caney
Day, Angella ——— Hunnewell
DeLong, H. G. ——— Inez
DeLong, Emma ——— Richmond
Dempsey, Corrine ——— Inez
Floyd, Mary I. ——— Richmond
George, Edythe C. ——— Covedale
Gould, Willie Anne ——— Vincent
Hale, Mahala—Mrs. Mahala Bingham ——— Panola
Haley, C. F. ——— Brooksville
Harris, O. H. ——— Winchester
Hendren, Allie E.—Mrs. Frank Wheeler ——— Danville
Henry, Elizabeth B. ——— Lexington
Johnson, Fannie ——— Paintsville
Johnson, Nell ——— Nicholasville
Kennard, Albert ——— Augusta
Lake, Alma ——— Dreyfus
Laubisch, O. A. ——— Critenden
Lewis, W. H. ——— Lexington
Lutes, S. B. ——— Beattyville
McCarthy, Anna M. ——— Butler
*McDougal, Miree ——— Richmond
Messman, Margaret ——— Bellevue
Mills, H. H. ——— Covington
Oldham, Emma ——— Richmond
Osenton, Mabel ——— Greenup
Quillen, Marie ——— Heidelburg
Remy, Paris D. ——— Lowder
Scoville, Magnolia ——— Bowling Green
Smith, May ——— Troublesome
Sporing, T. B. ——— Henderson
Stidham, C. B. ——— Beattyville
Stigall, Dumont ——— Somerset

*Dead

Taylor, Eddie ——— Burnside
Taylor, Emma W. ——— Burnside
Thomson, Henrietta—Mrs. Henrietta Collis ——— Frankfort
Williams, E. W. ——— Caney
Ware, Daisy Lynn ——— Somerset

CLASS 1914

Akin, Paris B. ——— Winchester
Ammerman, Mary Jane ——— Cynthiana
Ballard, Leonard H. ——— Valley View
Bertram, Anna L. ——— Vanceburg
Bowman, Daphne H. ——— Lawrenceburg
Brown, Fannie May ——— N. Middletown
Caldwell, L. C. ——— Catlettsburg
Calico, Zula E. ——— McCreary
Coons, Nellie ——— Lexington
Clark, L. A. ——— South Fork
Clark, Emsy ——— Odds
Cornelison, Lula McKee ——— Richmond
Chrisman, J. Warren ——— Covington
Davidson, Perry ——— St. Paul, Minn.
Dempsey, Evelyn ——— Inez
Deatherage, Willie Mae ——— Richmond
Dodsworth, Vivian M.—Mrs. John R. Roman ——— Ft. Thomas
Donahue, Annie M. ——— Danville
*Doty, Mary ——— Richmond
Early, Beulah Newman—Mrs. Beulah Davis ——— Williamsburg
Early, Lela—Mrs. Lela Elliott ——— Slaton, Texas
Gilmore, Chas. M. ——— Hazard
Gordon, Anna E. ——— Wilmore
Gray, Mary Frances ——— Harrodsburg
Hacker, Isaac ——— Beuna Vista
Harmon, Ella Maude ——— Perryville
Hale, Lula M. ——— Quicksand
Hayden, Maude Frances ——— Richmond
Hemlepp, Emma Theresa ——— Fresno, Calif.
Horine, Elizabeth ——— Nicholasville
Houchins, Ollie Mae—Mrs. Thos. Gabbert ——— Harrodsburg
Johnson, Rowena ——— Harrodsburg
Kirk, Herschel R. ——— LaGrange
Lipps, Mattie Louise ——— Hustonville
Martin, Marguerite ——— Carlisle
McWhorter, Stella ——— Paint Lick
Myers, Nancy B. ——— Richmond
Plummer, Nancy K. ——— Stamping Ground
Price, Florence Eethel ——— Cottonburg
Price, Hobart V. ——— Walton
Price, Odessa Blains ——— Cottonburg
Rankin, Edna Mae—Mrs. Edna Rankin Hurtuk ——— Toledo, O.
Redwine, Marcus C. ——— Winchester
Rice, Linnie M. ——— Sumpter
Ross, Mary E. ——— Sharon
Sams, Eva Edith ——— Georgetown
Scoville, Hallie Mae ——— Jacksonville, Fla.
Scrivner, Ruth ——— Richmond
Seitz, Florris ——— Jenkins
Skinner, T. W. ——— Lancaster
Smallwood, Enoch ——— Dorton
Thompson, Stella E.—Mrs. Stella Lutes ——— Florence
Tipton, Pressit H. ——— London
Turner, Ervine ——— Jackson
Vories, Emma DeWitt—Mrs. Leland W. Meyers ——— New York
Walsh, Lula ——— West Liberty
Williams, B. M. ——— Harlan

Whaley, Nancy Myers—Millersburg
Williams, John L.—Pineville

CLASS 1915

Barnette, Rebecca Jayne—Mrs. Rebbca Jayne Ford — Louisville
Bowman, Betsy—Mrs. Fred Hupp — Bowen
Cook, Leland — Vanceburg
Crawford, Albert B. — Anchorage
Duffy, Cornelia Read — Cynthiana
Evans, Mollie T.—Mrs. Chas. H. Stratton — Nicholasville
*Farley, Minnie E. — Richmond
Garley, Ida Mae — Kirksville
Gilbert, Evelyn C. — Richmond
Goodman, K. C. — Coxton
Harris, Lelia Jane — Richmond
Hampton, Daisy — Corinth
Hickok, Katherine C. — Covington
Holliday, Surrilda—Mrs. Green Fugate — Tarpin Springs, Fla.
Hearne, Hannah Jane—Mrs. C. E. Smith — Cincinnati, O.
Huguely, Henry Wood—Mrs. E. J. Paxton — Shelbyville
Lamb, Naomi N. — Dayton
Land, Ettabelle — Simpsonville
Liles, Ella — Tannery
Liles, Eva — Tannery
Lutes, Maude Alma — Lutes
Maupin, Amanda B. — Moberly
McComis, Madge M. — Catlettsburg
Moyers, Fannie — Berea
Phillips, Rebekah A. — Liberty Road
Richie, William — Fisty
Smith, C. E. — Cincinati, O.
Vogel, Clara Louise — Washington, D. C.
Wade, Saline—Mrs. Saline Wade Jones — Washington, D. C.
Walker, Belle McM. — Lawrenceburg
Ward, Forest — Sharpsburg
White, Bess — Richmond
Watkins, Alice E. — Louisville
Yates, Margaret M. — Kingston

CLASS 1916

Adams, Louise Rhorer — Lexington
Akers, Ezra — Printer
Asher, James J. — Hyden
Bates, Joseph B. — Kite
Benette, Verna — Wilmore
Blackburn, Lena — Covington
Brady, Maude Evelyn — Greenup
Bedford, Emma C.—Mrs. J. L. Randsdell — Lexington
Baker, Emma B. — Richmond
Cain, O. W. — Paintsville
Cubbage, Anna Mary — Owenton
Dietrich, Lois — Winchester
Downard, Mary Elizabeth — Sunrise
Dobrowsky, Rose — Richmond
Early, Nellie Katherine — Corbin
Gibson, Ellen C. — Lexington
Goldenburg, Carrie — Vanceburg
Hays, Willie — Hindman
Hoskins, Ruth Gibson — Pineville
Jones, Brilla — Trinadad, Colorado
Kelly, Robert Lee — Elic
Knox, Lilly Ulah — Stanton
Lancaster, Jennie Mae—Mrs. Turley Noland — Richmond
Lutes, Lloyd H. — Columbia
Little, Robert E. — McKee
McClure, Bernice — Lexington
McWhorter, Howard — Ashland
Monahon, Harry F. — Germantown
Lawson, Nan Wood — Lot
Morgan, Ida — Slickfort
Merritt, Ethel—Mrs. John Lisle — Irvine
Mills, L. H. — Barbourville
Mason, Matilda — Shelbyville
Mills, S. A. — Hammond
Nichol, L. DeGarmo — Springdale
Noe, Fannie—Mrs. W. O. Hendren — Paint Lick
Noland, Miriam—Mrs. James Wilson — Crawfordsville, Ind.
OBrien, Betty — Covington
Rucker, Lucile — Ludlow
Ramsey, Alice — Winchester
Roland, Laura Beatrice—Mrs. Paris B. Akin — Winchester
Ruby, Golden — Frankfort
Rucker, J. G. — Miami, Fla.
Shearer, Mollie — Monticello
Shearer, James R. — Hidalgo
Shearer, Lee — Hidalgo
Stone, Stella Hubble — Somerset
Sturgill, Norah Marie—Mrs. J. W. Wines — Huntington, W. Va.
Spurlock, Eugene — Kirksville
Smith, Joshua — Hazard
Smith, Prudence Allen — Hazard
Stone, Lucille — Burgin
Turpin, Mary Kathryn — High Bridge
Thomas, Albrow B. — Hindman
Taylor, Hiram H. — Hindman
Waters, Virginia Henshaw — Goshen
Wilson, Lela Frances — Levee
Williams, Mrs. John L. — Pineville
Wills, Omar Robbins — Covington

CLASS 1917

Adams, Mattie—Mrs. R. B. Smart — Paris
Allman, Carrie A. — Richmond
Boothe, Gertrude — Paris
Baughman, Sadie S. — Hustonville
Bourne, Mayme — Nicholasville
Bridges, Olla Ray—Mrs. Z. T. Shirley — Quicksand
Bronson, Jamie—Mrs. Lawton Long — Richmond
Brophy, Mary Irene—Mrs. Chas. Francis Trent — Harlan
Burton, Marietta E. — Danville
Carter, Va. Watts — Lancaster
Carpenter, Katie — Richmond
Champion, Ebon — Lawrenceburg
Chandler, Eda S. — Owingsville
Clere, Easter L. — Catlettsburg
Cochran, Avonia H. — Berry
Coffey, Rena — Danville
Cooper, Anna E. — Ft. Thomas
Crowe, Lina B. — Paris
Crowe, Ida M. — Paris
Dalton, Lora I. — Monticello
Demmin, Lillian W. — Covington
Dilgard, Louise—Mrs. O. F. Straight — Ashland
Dotson, J. E. — Coleman
Ernest, Viola M. — Covington
Ewen, Mayme—Mrs. G. W. Marshall — Mt. Sterling
Falin, Winnie—Mrs. H. F. Honk — Etawah, Tenn.
Faris, Macie M. — Richmond
Galbraith, McClellan — Foster

*Dead

Gilkerson, Florence—Mrs. Clyde Ramsey ..... Winchester
Gillispie, C. C. ..... Yale
Goldenburg, Mary G. ..... Vanceburg
Harris, Mattie B. ..... Nicholasville
Haughaboo, Susan—Mrs. L. C. Caldwell ..... Catlettsburg
Hedden, Daphne M. ..... Lawrenceburg
Heflin, Frances I. ..... Winchester
Heflin, Serena ..... Winchester
Henry, Evelyn Price—Mrs. Elvin Langford ..... Harrodsburg
Hill, Emery D. ..... Germantown
Hord, Anna M. ..... Richmond
Hubbard, Dillard ..... Boyd
Jones, Carrie B.—Mrs. Carrie Jones Pigman ..... Estill
Kenny, Katherine ..... Lexington
Keyser, Sara E.—Mrs. Sara Keyser Schepperly ..... Lansing, Mich.
Lambert, Linwood K. ..... Rush
Lyon, Rachel C. ..... Hustonville
Marrs, Grace A. ..... Prestonsburg
Martin, Frances ..... Waddy
Martin, Lloyd L. ..... Richmond
McKee, Miriam ..... Lawrenceburg
McKee, Marta Y.—Mrs. E. C. Dawson ..... Waddy
Moore, William ..... Booneville
Morgan, Luther F. ..... Salyersville
Murphy, Alfred L. ..... Strunk
Nolan, Stella ..... Poor Fork
Parard, Katherine ..... Ashland
Parker, Ruth R. ..... Ghent
Patrick, Hester ..... Carlisle
Perry, Bernard I. ..... Butler
Pratt, Sara Mildred ..... Catlettsburg
Prather, A. P. ..... Mt. Olivet
Roach, Dora E. ..... Louisville
Robertson, Imogen ..... Augusta
Rowland, Clayton ..... Scoville
Saunders, Jean ..... Bronston
Schoenfeld, Effie ..... Richmond
Searcy, Mary S. ..... Lawrenceburg
Slack, Ida Mae ..... Dover
Sloan, Myrtle ..... Somerset
Smith, Katie B. ..... Richmond
Smith, H. Woodson ..... Barbourville
Sword, Adeline H. ..... Crystal
Tibbals, Sarah ..... Somerset
Trimble, Kathleen ..... Somerset
Vikery, J. E. ..... Bethesda
Vories, Marion H. ..... Campbellsburg
Walker, Ellen—Mrs. Edwin D. Smathers ..... Louisville
*Webb, Dermont G. ..... Nancy
Winn, Grace ..... Witt
Yeager, Carroll N. ..... Thealka

CLASS 1918

Burdett, Sallie S. ..... Stanford
Boudinot, Nancy ..... Frankfort
Brown, M. C. ..... Lexington
Boyer, Mary L. ..... Campbellsburg
Boyer, Martha K. ..... Campbellsburg
Cox, Caroline Lee ..... Ford
Cloyd, Pearl M. ..... Corbin
Cobb, Pluma ..... Owenton
Cotton, Beulah M. ..... Richmond
Chalkey, Mary Lillian ..... Covington
Chapman, Mollie V. ..... Quicksand
Duncan, Priscilla P.—Mrs. Arthur S. Chapin ..... Greenville, Tenn.

*Dead

Evans, Nora Lee ..... Nicholasville
Everett, Grace A. ..... Covington
Garrett, Mabel Cree—Mrs. Stanley Pullen ..... Murray
Gregory, Anna Lee—Mrs. Anna Lee Qualls ..... Frankfort
Gentry, Minnie W. ..... Spiro
Horn, Anna M. ..... Harrodsburg
Miller, Maude M. ..... Nicholasville
Morton, Mabel Hutchinson, Kans.
Miracle, Jas. T. ..... Catlettsburg
Montgomery, Mrs. L. H. Pineville
*Ogg, Nina Rachel ..... Dillon, Mo.
Sanford, Carol Hudson ..... Covington
Scott, Amelia Jane ..... Nicholasville
Shearer, Nancy William Red House
Steele, Flora C. ..... Frankfort
Trammel, Ella May ..... Pine Knot
Taphorn, Mary Martha ..... Covington
Wilson, Huldah ..... Midway
Webb, Bennie M. ..... Ashland
York, Lottie Alice ..... Vanceburg

CLASS 1919

Ballinger, Lucy ..... Barbourville
Burchett, Minnie ..... Louisa
Champion, Lois ..... Lawrenceburg
Greathouse, Stella ..... Valley View
Gudgel, Mary F. ..... Frankfort
Hacker, Mrs. Mary ..... Major
Harlow, Lora May ..... Bagdad
Miller, Nina ..... Harrodsburg
Mills, Otto ..... Flat Lick
McDonald, Linnie ..... Ghent
Pettey, Alice L. ..... Richmond
Powell, Rachel Mae ..... Lancaster
Rankin, Mary Lou ..... Lancaster
Scrivner, Pearl—Mrs. John Wilson ..... Hazard
Shelton, Mrs. Nancy ..... White Hall
Sothard, Mary ..... Middlesboro
Thomason, Christine ..... N. Middletown
Whaley, Lettie S. ..... Flemingsburg

CLASS 1920

Binder, Josephine ..... Kenton
Campbell, Elizabeth R. ..... Nitro, W. Va.
Coates, Mabel Ruth ..... Richmond
Calebs, Mrs. Dora ..... Lancaster
Collette, Gertrude M. ..... Berea
Capps, Mary D. ..... Bethel
Clubb, Mary Isabelle ..... Pleasureville
Calico, Mamie ..... Richmond
Duncan, Archie Cosby ..... Irvine
Driggs, Mabel Loud ..... Covington
Gibson, H. H. ..... Whitesburg
Hopkins, Maggie ..... Carlisle
Hughes, Sibyl ..... Pleasureville
Jefferson, Elizabeth—Mrs. O. B. Dabney ..... Burnside
Jett, Laura V.—Mrs. W. A. Moore ..... Duncan, S. C.
Jones, Lillian B. ..... Williamsburg
Moore, Bess M. ..... Nicholasville
Meeks, Eugenia ..... Waddy
Montgomery, Sudie F.—Mrs. Richard Boardman ..... Carlisle
Moss, Georgia ..... Stanford
Neal, Martha Maye ..... Mt. Olivet
Reed, Curtis ..... Lynch
Risk, Louisa ..... Richmond
Stroker, Lelia E. ..... Bethlehem
Tyng, Mrs. Gladys Perry ..... Richmond

Tilton, Jessie Lee—Lexington
Teater, Maude—Cox Creek
Thomason, Louvenia N. Middletown
Templeton, Lona M.—Moberly
Warren, Sudie T.—Franklin, O.
Williams, Lorena—Louisville
Williams, Martha E.—Covington

CLASS 1921

Adams, Mrs. Elizabeth Cain Lancaster
Bisceglia, Barbara—Middlesboro
Baker, Myrtle Lee—Salvisa
Browning, Grace—Falmouth
Coates, Rowena—Richmond
Clifton, Louis—Lexington
Covington, Hester Louise—Mrs. Robert Caldwell Pinadelrio, Cuba
Dickerson, Lily B.—Simpson
Dettwiller, Daisy D. N. Middletown
Fincel, Clara Jane—Mrs. Z. C. Long—Louisville
Floyd, Marie—West Point, Miss.
Fouch, T. E.—Elliottville
Gilvan, Bessie H.—Mrs. Bess Bromagen—Moorefield
Griffin, Myrtle G.—Mrs. George B. Griffin—Louisville
Hawkins, Nannie Belle Lawrenceburg
Huddleston, Pattie G. Middlesboro
Jewell, J. W.—Burning Springs
*Johnson, Ruth—Harrodsburg
Lackey, Mary Elizabeth—Berea
Long, Mildred M.—Louisville
McCollum, Mrs. E. E. Traveler's Rest
McKinney, Mary Frances Richmond
Monson, Sadie B.—Cynthiana
Mullich, Anita—Dayton
Reynolds, Maggie—Nicholasville
Rigney, Ella—Hustonville
Roberts, Delaine—Monticello
Schormann, Huldah—Ashland
Stipp, Maye—Mrs. Lindsey Cockrell—Winchester
Story, Virginia—Ashland
Turley, Amy D.—Richmond
Watts, Ovie—Louisville
Watts, Elsie—Mrs. Frank Terhune—Louisville
Walker, Lula Kern—Perryville
Yates, Emma Irene—Covington

CLASS 1922

Adams, Eunie Mae—Union
Adams, Kearney M. Altoona, Pa.
Bell, Martha White Lawrenceburg
Broaddus, Ruth Marie Lancaster
Bryant, Beulah—Middlesboro
Calico, Mattie—Richmond
Clark, Julia—Paris
Clark, Myrtle Marie—Mt. Olivet
Coates, Lana Martine—Mrs. Stuart Braubant—Russellville
Colyer, Adeline—Mt. Olivet
Combs, Bradley—Whitesburg
Congleton, Mrs. Conley—Richmond
Crook, Margaret—Lawrenceburg
Detwiller, Josephine N. Middletown
Farmer, Edna S.—Middlesboro
Foster, Ray P.—Richmond
Fox, Amelia Elizabeth—Danville
Gentry, Sallie—Mrs. Browning Terrill—Detroit, Mich.
Gillispie, Mildred—Mrs. Sam Denny—N. Middletown
Griggs, Mary Earle—Mrs. Andrew Turpin—Union City
Hall, Maye Edith—Pleasureville
Harlow, Pauline—Mrs. Eugene Thompson—Louisville
Hart, Ethel E.—Maysville
Hays, Alma—Olive Hill
Higgins, Herbert—Pensacola, Fla.
Hisle, Virginia W.—Mrs. James J. Shannon Lebanon, Tenn.
Jones, Mary Joseph—Lexington
Latimer, Genia Ruth Junction City
Little, Daniel Boone—Paint Lick
McDaniel, Mamie Clay N. Middletown
Moser, Walter B.—Murray
Owen, Naomi Woodson—London
Owens, Mary Alma—Mitchellsburg
Pendleton, Mattie E.—Heidelburg
Perkins, Alice M.—Williamsburg
Rice, Zelia—Mrs. A. T. Coates—Ashland
Rush, Paul—Covington
Samuels, Eloise—Richmond
Sandlin, Christine—Richmond
Scott, Virgil B.—Augusta
Smith, Anna May—Wasioto
Snyder, Bertha J.—Williamsburg
Soper, Ora Allen—Mrs. F. O. Schneider—Nicholasville
Strother, Lucille—Mrs. Green Hogg—Campbellsburg
Taylor, W. Cowan—Augusta
Tucker, Gladys L.—Mrs. Gladys L. Miller—Parksville
Turley, Margaret—Richmond
Tyree, Ralph—Rice Station
Vosloh, Helen—Muncie, Ind.
Warner, Hattie C.—Nicholasville
Waterfield, Mary Louise—Mrs. Elbridge Noland—Richmond
White, Joseph J.—Mentor
Willoughby, Hortense—Richmond

CLASS 1923

Acra, C. S.—Florence
Akens, C. N.—Mt. Victory
Allan, Alberta—LaGrange
Allan, Ruth—LaGrange
Allan, Cordie—LaGrange
Arnett, Edgar—Erlanger
Arthur, Alva—Catlettsburg
Boggs, Edith—Olive Hill
Botts, Josephine Chenault Winchester
Campbell, G. W.—Corbin
Carter, Margaret Ann Flemingsburg
Clark, Della May—Mrs. F. E. Bales—Middletown, O.
Cochran, Mrs. Lutie D.—Covington
Covington, Coleman—Richmond
Cox, Ellen—Cynthiana
Cralle, Myrtle Margaret Covington
Davis, Edna—Mrs. Edna Davis Born—Covington
Deatherage, Valinda—Richmond

*Dead

Denny, Sam J. N. Middletown
Desha, Sara Snell Cynthiana
Duckworth, Lucy M. Cynthiana
Dunaway, William Dailey Louisville
Dunbar, Verna Richmond
Duncan, Mrs. Maye Lexington
Elam, E. E. Hyden
Elliott, Cecile Frankfort
Goggin, Ruth Esther Danville
Hansen, Eliza Glenwood, Iowa
Hill, N. M. Williamsburg
Hord, Laura Frances Richmond
Hord, Ollie Richmond
Hutchinson, Sara Richmond
James, Tevis Richmond
Jasper, Elizabeth Somerset
Jayne, John Morehead
Kalusy, Alice Mae Eminence
Karrick, Loutica Salt Lick
Kirk, Elsa Frances—Mrs. J. C. Towery Corydon
Lane, Margaret Richmond
Leathers, Hettie—Mrs. Ishmael Triplett Lackey
Liles, Lowell Vanceburg
Lutes, Esther Florence Primrose
Martin, Susan Mary Ft. Thomas
Martin, Tabitha—Mrs. Virgil McMullins Richmond
Moss, Anna Britain Stanford
Owens, Bess Alice—Mrs. R. E. Denton Ashland
Owens, Thelma—Mrs. S. A. Watts Perryville
Parks, Anna Lee Richmond
Pollitt, Ethel Lula Covington
Prewitt, John W. Georgetown
Price, Lela Richmond
Proctor, Roy E. Owenton
Ramsey, Jennie Elizabeth Hustonville
Riley, Ruth Covington
Risk, Margaret Union City
Ross, Andrew J. Richmond
Rouse, C. Raymond Bellevue
Sammons, Eugene Raceland
Shearer, I. B. Frazer
Shearer, Morton Covington
Simpson, Capitola Morehead
Smiser, Louise Cynthiana
Smith, Gladys—Mrs. R. W. Jones Bridgewater, Mass.
Steele, Ida McKinley Mt. Sterling
Stocker, Rey Richmond
Stone, Fern Paris
Taylor, Mrs. Ethel Tudor Richmond
Telford, Josephine Richmond
Templeton, Hobart Hyden
Vice, Mabel Ruth Covington
Vories, Marjorie—Mrs. Robert Beatty Gainesville, Fla.
Waits, Lucille Ailine Cynthiana
Watson, Mrs. Bertie T. Owenton
Watts, Audie—Mrs. W. C. Brown Chillicothe, O.
Wells, Lillian J. Nicholasville
Whaley, Margaret Katherine Covington
Wilson, Maude Kirksville
Wood, J. Herman Pine Knot

CLASS 1924

Ardridge, Irene Lancaster
Arbuckle, Sara Richmond
Baker, Eula Richmond
Barberick, Julia Ann Morning View
Bodkins, Callia Elliott Somerset
Bogie, Bernie—Mrs. Bernie Bogie Mixon Richmond
Boyer, Willie Campbellsburg
Bowman, Neal S. Richmond
Burke, Vesta Mt. Eden
Burns, Valeria Catherine VanArsdall
Bradshaw, Mary Stokes Monticello
Bryan, Robert Earl Stanford
Campbell, Clara Gray
Campbell, Ethel Gray
Caudill, Mrs. Edith Rice Jeremiah
Clancy, Agnes Lexington
Cochran, Kathleen Berry
Cornelison, Myrtle Richmond
Coughlin, Joesphine Germantown
Crouch, Elizabeth N. Middletown
Day, Mary Vance Somerset
Dearborn, Mae Butler
Denny, Edwin R. Monticello
Driggs, Eloise Polk Covington
Ellis, Cecile Arthur Maysville
Ellis, Henry L. Danville
Estes, Bertha Mae Science Hill
Evans, Ethel Lee Davisburg
Fanning, Iva Mae Salt Lick
Fields, Davis Gander
Fox, Barnett C. Winchester
Garrett, Martha Richmond
Goodpaster, Ella Salt Lick
Gray, Elvah Pearl Christiansburg
Green, Flossie Mae Danville
Hall, Helen Katherine Pleasureville
Hance, Willie Brown Louisville
Hyden, Blanche Irvine
Hubbard, Elizabeth Lexington
Harberson, Jane Perryville
Harmon, Judson, Spencer Whitley City
*Harmon, Lawrence Whitley City
Harrod, J. G. Stanford
Harrod, Mrs. J.G. Stanford
Hayden, Lunata Richmond
Hiteman, Elsie Kenton
Hood, Claude M. Elsie
Hord, Geneva H. Richmond
Hoskins, Alma Pineville
Hoskins, Alta Pineville
Huff, Golda M. Butler
Huguely, Anna Catherine Richmond
James, Robbie Richmond
Jayne, Blanche Morehead
Johnson, Brayan Williamsburg
Jones, Mrs. John Spencer Parkers
Jones, Katherine Rankin
Kaluesy, Virginia Eminence
Karrick, Ethel Mae Salt Lick
Kelch, Augusta E. Dover
Kennedy, Blanche Somerset
Kindred, Frances Dean—Mrs. Chas. Eubank Winchester
Kunkle, Mable Richmond
Lacefield, Archa Saunders Harrodsburg
Lane, Florris Richmond
Lane, Ruth Buena Vista
Little, Fay Ward Paint Lick
Lowe, Lelia Mae Mayslick
Lutes, Verna Danville

*Dead

Mackey, A. B. ——— Highway
Mainous, Clayton G. ——— Major
McCable, Valeria ——— Sadieville
McDaniel, Minerva ——— Cynthiana
McKinney, Georgia ——— Moberley
Million, Harriet ——— Richmond
Mobley, Jessie Y. ——— Hitchins
Moffett, Mary Catherine
Lawrenceburg
Moreland, Lee Rogers
Hamilton, O.
Newby, Emma ——— Richmond
Norton, Egbert F. ——— Mt. Vernon
O'Neal, Anna Katherine ——— Ghent
Osborn, Lou Elise—Mrs. Albert
Peutrebaugh ——— Mt. Sterling
Patrick, Grace ——— Carlisle
Pennington, Lacie Cecila ——— Ashland
Perkins, Edna ——— Williamsburg
Perkins, Ivy ——— Frankfort
Pinnell, Clara Mae ——— LaGrange
Pigg, Minnie ——— Richmond
Reeves, Anna Louise ——— Covington
Rice, Carolyn ——— Richmond
Ricketts, Dorothy M. ——— Danville
Robinson, Grace ——— Danville
Rominger, Virginia ——— Hope, Ind.
Routt, Virginia ——— Hustonville
Rowland, Clarice ——— Blake
Robey, Bess ——— Georgetown
Rye, Elizabeth ——— Paducah
Ruble, Sunbeam ——— Buena Vista
Shepherd, Gladys Lucille
Mt. Olivet
Sine, Pauline—Mrs. Wayne
Smith ——— Newport
Smith, Eddie—Mrs. C. E.
Word ——— Augusta
Smith, Gertrude ——— Hindman
Smith, Georgiana ——— Richmond
Smith, Ray E. ——— Butler
Smith, Margaret ——— Campbellsburg
Stapleton, Eula Leah ——— Ashland
Stocker, Bonnie Mae ——— Richmond
Stokes, Sue ——— Monticello
Sudduth, Mary R.—Mrs. D. L.
Stoddard ——— Winchester
Swartz, Pauline ——— Mt. Olivet
Shelton, Mrs. Allie ——— Georgetown
Lane, J. E. ——— Cooksville, Tenn.
Taulbee, Lillian Mae ——— Hazard
Taylor, Julian ——— Owenton
Taylor, Riffie B. ——— Richmond
Terrill, Dorothy ——— Richmond
Ulery, Ethel ——— Owingsville
Urmston, Katherine Grace
Cynthiana
Whaley, Elizabeth ——— Flemingsburg
Waker, Blanche ——— Perryville
Webb, Lela ——— Burning Springs
Williamson, June ——— Ashland
Williams, Olive Rose ——— Wurtland
Wilson, Ella Bond ——— King's Mountain
Wilson, Gertrude ——— Whitley City
Witham, Evelyn ——— Covington
Word, C. E. ——— Augusta

A. B. DEGREE CLASS 1924-25

Bennett, Laura Isabelle ——— Richmond
Campbell, G. W. ——— Corbin
Floyd, Mary I. ——— Richmond
Hart, Benjamin Franklin
Burning Springs
Hume, Elizabeth ——— Richmond
Lane, J. E. ——— Cooksville, Tenn.
Leathers, Hettie M.—Mrs.
Ishmael Triplett ——— Lackey
Mackey, A. B. ——— Highway
Mattox, Mrs. Mary Lou ——— Richmond
Mullins, Elmer C. ——— Moreland
Qualls, Daniel Webster ——— Frankfort
Shearer, Morton ——— Covington

LIFE CERTIFICATE CLASS
1924-1925

Adams, Kearney ——— Lancaster
Alexander, Lillian ——— Paris
Arthur, Corine Calvert ——— Maysville
Bare, Ethyl Louise ——— Bedford
Bare, Wilma ——— Bedford
Beatty, Milward ——— Beattyville
Bettis, Elizabeth ——— Lancaster
Bently, Irene ——— Lawrenceburg
Bodkins, Sallie Joe—Mrs. Sallie
Bokins Lawrence ——— Paris
Boggs, Arlie ——— Whitesburg
Broaddus, Bertha Belle ——— Lancaster
Brewer, Nellie ——— Gravel Switch
Brown, Golda ——— Mt. Ash
Brown, Willette R. ——— Perryville
Brumback, Hattie M. ——— Crittenden
Carter, Melba W. ——— Richmond
Case, Calma ——— Germantown
Chadwell, W. O. ——— Winchester
Chateld, Blanche ——— Ashland
Clark, Julia Katherine ——— Paris
Click, Rufus H. ——— Richmond
Conrad, Anne ——— Dry Ridge
Cook, Effie Margaret ——— Nicholasville
Cooper, Alberta Lee ——— Maysville
Crockett, Chloe ——— Sardis
Combs, Nora Mae ——— Winchester
Cox, Mary Elizabeth ——— Burgin
Cunningham, Anna ——— Midway
Curtis, Maye ——— Richmond
Cuppy, Florence Montelle ——— Dayton
Crisp, John L. ——— Sandy Hock
Crutcher, Eliza Scott ——— Nicholasville
Cook, John W. ——— Lancaster
Dalton, R. R. ——— Monticello
Davis, Mrs. Josephine ——— Cynthiana
Davis, John C. ——— McKee
Davis, Nellie Hart ——— Paint Lick
Davis, Pauline ——— Hillsboro
Dearborn, Roberta—Mrs. Chas.
W. Mitchell ——— Butler
Devore, Bessie ——— Worthville
Donnell, Milton ——— Paris
Duncan, Christine ——— Mt. Olivet
Evans, Flo Fuson ——— Davisburg
Estes, Vivian C. ——— London
Eversole, Ray ——— Jackson
Farmer, Elizabeth E. ——— Shelbyville
Fincel, Hazel ——— Frankfort
Fish, Clara Doty ——— Crab Orchard
Fluty, Maude ——— Shelbyville
Frazier, Rayma ——— Lawrenceburg
Frye Aileen ——— Waddy
Fuson, Lena ——— Corbin
Gibbs, Lena ——— Lawrenceburg
Gibbs, Elizabeth ——— Lawrenceburg
Gilbert, W. S. ——— Gibbs
Hale, Elijah B. ——— Whitesburg
Hoskins, Blaine ——— Richmond
Hensley, Sallie M.—Mrs.
Sandy Barton ——— Harlan
Harris, Minnie Grace ——— Middle Creek
Hisle, Elizabeth ——— Richmond
Hicks, Anna M. ——— Hustonville
Haughaboo, Harriet ——— Maysville
Holtzclaw, James ——— Harrodsburg
Jacobs, Jessamine—Mrs.
Julian Blake ——— Richmond
Johnson, Margaret ——— Oldtown
Jones, Martha Carroll ——— Parksville

Keane, Margaret—Junction City
Kinstler, Genevieve—Alexandria
Koehler, Lena—Mayslick
King, Elizabeth C.—Wilmore
Knox, Mildred Maude—Bowen
Koehler, Elizabeth—Mayslick
Lake, Mary—Springfield
Laws, Fayette—Perryville
Lemon, Mrs. Roxie K.—Williamstown
Lutes, Phoebe—Covington
Lutes, Abbye M.—Primrose
Manley, Elizabeth—Burgin
Matherly, Katie—Harrodsburg
Matherly, Mellie—Harrodsburg
Mayo, William R.—Middle Creek
McCollum, Mable—Levi
McCoy, Christine—Frankfort
Marshall, Clarence W.—Campton
Matherly, Jewel—Harrodsburg
Miller, Mrs. Lillian—Blue Diamond
Mills, Jennings F.—Kenton
Moberly, Lena Rivers—Bruin
Moores, Edith—Waco
Moores, Allie Ruth—Waco
Morgan, Katherine—Harrodsburg
Morris, Nannie—Whitley City
Moore, Leonard—Moores Creek
Myers, Josephine—Moreland
Neal, Mary Edna—Wilmore
Neikirk, George A.—Lexington
Newton, Lurlene—Switzer
Newby, Effie—Richmond
Norris, D. H.—Berry
North, Elizabeth—Cropper
Owens, Ethel—Mitchellsburg
Osborne, Roxie Ellen—Dover
Pettus, Sara Mae—Crab Orchard
Ramsey, C. P.—Burning Springs
Isabelle Roach—Richmond
Jacobs, Robert T.—Cynthiana
Rogers, Bertha Mae—Frankfort
Reeves, Elizabeth—Middlesboro
Ross, Rebecca—Oneida
Schirmer, Henrietta—Ghent
Smallwood, S. K.—Eubank
Sammons, Jessie—Louisa
Spillman, Doris—Campbellsburg
Shouse, Lucille—Lawrenceburg
Shelton, Hattie Lee—Gatliff
Sims, John O.—Jamestown
Shoemaker, Lora—Airdale
Snyder, Lillie Mae—Minerva
Smith, Edna Julia—Richmond
Smith, Robert L.—Perkins
Spillman, Erby M.—Campbellsville
Smith, Eva—Frankfort
Smith, Vivian Irene—Cropper
Steele, Rena V.—Mt. Sterling
Stone, Frances J.—Danville
Stiles, Charolette—Mrs. R. P. Hutcheson—Middlesboro
Sudduth, Mary R.—Mrs. D. L. Stoddard—Duncan, S. C.
Soper, Oma Smith—Russell
Sutton, Alice—Lancaster
Taliaferro, Ella—Erlanger
Thomas, Lucille—Lawrenceburg
Tobin, Elizabeth—Harrodsburg
Triplett, Ishmael—Lackey
Tyree, Willa—Ashland
Tye, Elbert—Harlan
Vogt, Minnie—Buechel
Walker, Lela S.—Saxton
Watkins, Nellie Marie—Augusta
Ward, Stella—Paintsville
Wasson, Mabel—Hazard
Watts, John Brown—Blue Diamond
Webber, Marian T.—Richmond
Wert, James T.—Covington
Wilson, Albert—Richmond
Wilds, Edith—Burgin
Willoughby, Beulah—Richmond
Wilson, Beatrice—Louisville
White, P. J.—Harrodsburg
Witham, Jennie Pearl—Covington
Womack, Lillian A.—Ashland
Wyan, Lilly Mae—London
Wyatt, Mary Maupin—Mt. Sterling
Yager, Catherine—LaGrange
Yager, Thomas—LaGrange
Yates, Josephine—Richmond
Young, Serena May—Waynesburg

A. B. DEGREE CLASS 1925-26

Ammerman, Mary Jane—Cynthiana
Aaron, William George—Russell Springs
Arbuckle, Sara—Richmond
Bowman, Neal S.—Richmond
Carter, Melba W.—Richmond
Chadwell, W. O.—Island City
Coates, Lana Martine—Mrs. Stuart Braubant—Russellville
Ellis, Henry L.—Danville
Gullett, W. P.—Stacy Fork
Hood, Claude M.—Elsie
Baker, Eula—Richmond
McMullin, Mrs. Virgil E.—Richmond
Mainous, Clayton G.—Baton Rouge, La.
Mullinix, Edna M.—Richmond
Riley, Ruth—Covington
Routt, Virginia—Hustonville
Wells, Lilian J.—Nicholasville
White, Bessie M.—Richmond
Wilson, Maude—Kirksville
Watts, John Brown—Richmond
Word, C. E.—Augusta
Yager, Katherine—LaGrange

LIFE CERTIFICATE CLASS 1925-1926

Aitkin, Ruby Day—Hillsboro
Alexander, Erma—Paris
Alford, Bernard—Harrodsburg
Armstrong, Roxie Violet—Georgetown
Arnold, Ansel—Cynthiana
Baker, Ruby—Worthville
Baldwin, Margaret—Red House
Barrett, Mrs. R. T.—Ashland
Barrow, Cordie Lee—Mrs. James Anderson, Jr.—Richmond
Beard, Anna Belle—Bradfordsville
Bell, Ira—Monticello
Bell, Mabel Jane—Cynthiana
Bellamy, Flossie V.—Richmond
Blair, Rebecca G.—Louisa
Bowen, Maude S.—Stanton
Bowman, Polly—Turin
Bradley, Frances F.—Danville
Brandenburg, Lillian Russell—Red House
Bravard, Alma—Germantown
Brooks, Sallie F.—Brodhead
Brown, Irene Thomas—Cropper
Brown, Ora—Monticello
Brown, Robert Lee—Corbin
Brewer, Bessie—Gravel Switch
Bryant, Mrs. Dora—Winchester
Buckley, Eleanor—Richmond

Burns, Julia Barrett ..... Ewing
Burroughs, Mildred ..... Raceland
Butler, Leanor ..... Canton, O.
Caldwell, Beatrice ..... Williamstown
Campbell, E. M. ..... Walden
Catron, George T. ..... Cartwright
Christian, Anna Lee ..... Rankin
Clark, Rena—Mrs. Bernard Alford ..... Mt. Sterling
Clark, Frances ..... Winchester
Clift, Lillian Mae ..... Bellevue
Coates, Mrs. J. L. ..... Harlan
Cocanougher, Herbert A. ..... Brumfield
Coleman, Grant ..... Paw Paw
Collins, Anna Pauline ..... Wilmore
Conley, Kendall ..... Garrett
Conrad, Louise ..... Walton
Corbin, Marian Gertrude ..... Butler
Craft, Manford L. ..... Laurel Creek
Cummins, Florida ..... Crab Orchard
Daniel, Marie ..... Mentor
Dearborn, Jeanette ..... Butler
Dunbar, Mary Lou ..... Richmond
Elliott, Esther Helen ..... Butler
Elliott, Mabel K. ..... Butler
Elston, Lillian ..... Campbellsville
Eversole, Thomas W. ..... Cow Creek
Ewan, Mrs. J. V. ..... Lexington
Farley, Claude Herman ..... Ransom
Franz, Goldie ..... Ashland
Frazier, Evelyn ..... Gunn
Fugitt, Ruth E. ..... Prestonsburg
Gilbert, Gertrude K. ..... Winchester
Gott, Leona ..... Richmond
Cschwind, Esther L. ..... Erlanger
Hacker, Henry L. ..... DeMossville
Hail, Lillian ..... Somerset
Harkleroad, Katherine M. ..... London
Harmon, Hettie Mabel Whitley City
Harris, Martha ..... Middle Creek
Hawkins, Rose ..... Sanders
Hearn, Anna Lee ..... Worthville
Henderson, Oliver W. ..... California
Hieronymus, Grace ..... St. Helens
Higgins, Viloa C. ..... Pulaski
Hill, Lucille ..... Richmond
Hills, Gladys ..... Richmond
Holmes, Zula ..... Lawrenceburg
Huff, Maggie—Mrs. Maggie Gumbert ..... Richmond
Hughes, Lora K. ..... Pleasureville
Hundley, Zelma B. ..... Brumfield
Jaspur, Mary Katherine ..... Richmond
Jones, Earl D. ..... Richmond
Jones, John S. ..... Parkers
Gritton, Mrs. Ona N. ..... Harrodsburg
Kennedy, Grace F. ..... Somerset
Kash, Ada ..... Frenchburg
King, Katherine ..... Harrodsburg
Lane, Anna Elizabeth ..... Buena Vista
Lane, Edna ..... Berea
Lathram, Sallye ..... Owingsville
Lewis, Beulah ..... Mayslick
Lunsford, Julia ..... Alexandria
McBrayer, Dorothy ..... Lawrenceburg
McCauley, Edith ..... Cynthiana
McCord, Mary Katherine Richmond
McFarland, Dovie M. ..... Otas
McGuire, Asa F. ..... Crestwood
McLaughlin, Ethel ..... Butler
McMurchy, Lelia ..... Harrodsburg
Marshall, Mary Willis ..... Russell
Martin, Margaret Wash Lawrenceburg
Mathewson, Ramona ..... Vanceburg
Maupin, Martha I. ..... Albany
May, Mary Frances ..... Winchester
Middleton, Mary Emma ..... Hogenville
Miranda, Ivy ..... Ashland
Morford, Lucille ..... Buena Vista
Nazor, Nannie May ..... Louisville
Nickell, Mabel G. ..... Mise
Noland, Emma ..... Union City
Odor, Mrs. Chas. E. ..... Williamstown
Ohne, Margaret ..... Ghent
Parrish, Dovie ..... Richmond
Peele, Emily ..... Nicholasville
Porch, Lina ..... Somerset
Potts, Mabel Lee ..... Newport
Ramey, Nannie ..... Carlisle
Martin, Brunelle ..... Richmond
Redmond, Mattie ..... Lawrenceburg
Reynolds, Coleman ..... Lancaster
Richer, Mary Margaret ..... Cynthiana
Rue, Mildred ..... Harrodsburg
Scott, Virginia Griffith ..... Ghent
Salyer, Amanda Patrick Owingsville
Sargent, Lucy ..... Carlisle
Schaeffer, Bernice L. ..... Ashland
Scott, Mildred ..... Chillicothe, O.
Shorte, Molly ..... Winchester
Simpson, Elizabeth ..... Burnside
Singleton, Mayme ..... Stanford
Steele, Mrs. Dorothy ..... Ashland
Stephens, Mrs. L. A. ..... Georgetown
Stephenson, Lillian G. ..... Richmond
Summay, Clemie C. ..... Mt. Sterling
Taylor, Anna Margaret ..... Union City
Taylor, Frances M. ..... Bradfordsville
Thompson, Mrs. Forest ..... Myers
Waits, Mary Frost ..... Cynthiana
Walden, Nancy ..... College Hill
Wesley, Mary Helen ..... Ashland
White, Beula ..... Jackson
White, Virginia R. ..... Jackson
Winn, Frances ..... Danville
Womack, Dorothy ..... Ashland
Woolums, Maude Secrest Richmond
Wright, Bessie Lee ..... Lebanon
Young, Alice McClennan ..... Elic

A. B. DEGREE CLASS 1926-27

Bertram, Anna Louise Vanceburg, Ky.
Cuppy, Florence Montelle Dayton, Ky.
Evans, Ethel Lee ..... Davisburg, Ky.
Gilmore, Charles M. ..... Hazard, Ky.
Hendrix, Dewey ..... Yeaddiss, Ky.
Jones, John Spencer ..... Parkers, Ky.
Jones, Mrs. John Spencer Parkers, Ky.
King, Sam ..... Burke, Ky.
Lingenfelser, Margaret Emma Maysville, Ky.
Pelley, Thomas Lee Morning View, Ky.
Price, Orville ..... Richmond, Ky.
Rice, Lawrence Kelly Raywick, Ky.
Ross, Mrs. Emma Baker Lancaster, Ky.
Soper, Oma Smith ..... Russell, Ky.
Willoughby, Beulah Richmond, Ky.

STANDARD CERTIFICATE
CLASS 1926-27

Amis, Otis C. — Himyard, Ky.
Amster, Mabel Tebitha — Redhouse, Ky.
Bales, Lyda — Richmond, Ky.
Ballard, Ruby Lois — Burgin, Ky.
Bell, Ruth Bartleson — Monticello, Ky.
Cassity, Lucile D. — Nicholasville, Ky.
Chambers, Rosa Mae — Richmond, Ky.
Collinsworth, Grayce — Catlettsburg, Ky.
Colston, Mary — Forks of Elkhorn, Ky.
Colyer, Olivia Douglas — Richmond, Ky.
Combs, Beckham — Vest, Ky.
Cord, Emma Harrison — Flemingsburg, Ky.
Cox, Mary — Richmond, Ky.
Day, Mabel Irene — Richmond, Ky.
Dudley, Essel Jean — Richmond, Ky.
Dunn, Agnes — Cynthiana, Ky.
Ellington, Mrs. Hannah S. — Yale, Ky.
Estes, Mary Ophelia — Richmond, Ky.
Faulkner, Mary Helen — Barbourville, Ky.
Flege, Helen Louise — Williamstown, Ky.
Fowler, Sudie — Cynthiana, Ky.
Grider, Georgia Ellis — Albany, Ky.
Griffith, Lucinda — Ghent, Ky.
Gunnell, Mrs. Dessie Froggee — Banner, Ky.
Hammack, Jessie Mae — Paint Lick, Ky.
Hart, Jennie — Ludlow, Ky.
Helm, Susan Rietta — Hustonville, Ky.
Hord, Viola Marguerite — Richmond, Ky.
Hughes, Myrtle — Yager, Ky.
Hunter, Ballard — Woods, Ky.
Isaacs, Pina Mae — Winchester, Ky.
Jackson, Pearl Ruth — Barterville, Ky.
Jasper, Kathryn Parker — Somerset, Ky.
Jennings, Alice R. — Augusta, Ky.
Keeney, Margaret Hope — Kenton, Ky.
Kelley, Nina Dean — Ivyton, Ky.
King, Nancy Elizabeth — Paint Lick, Ky.
Lair, Ruby — Monticello, Ky.
Marcum, Edith — Monticello, Ky.
Martin, Cornelia — Richmond, Ky.
Mathews, Laura May — Petersburg, Ky.
Maddox, Bernice E. — LaGrange, Ky.
Mauney, Goldie — Pleasant View, Ky.
McWilliams, Margaret — White Station, Ky.
Middleton, Gladys — Evarts, Ky.
Moore, Walter William — Union City, Ky.
Moss, Alice — Richmond, Ky.
Neff, Dorothy Belle — Richmond, Ky.
Payne, Clarice True — Eubank, Ky.
Pearson, Ethel Bogie — Waco, Ky.
Pennington, John E. — Webbville, Ky.
Perkins, Debby Lillian — Williamsburg, Ky.
Powell, Sallie Beatrice — Pineville, Ky.
Proctor, Ora Lee — LaGrange, Ky.
Ragland, Nancy Mildred — Winchester, Ky.
Raliegh, Vera Victoria — Partridge, Ky.
Ray, Charles P. — Malcom, Ky.
Ross, Marie — Catlettsburg, Ky.
Rupard, Tommye B. — Union City, Ky.
Shearer, Virginia — LaGrange, Ky.
Sloas, Nora Virginia — Webbville, Ky.
Snapp, Christine Eliz — Carlisle, Ky.
Soper, Frances Eliz — Danville, Ky.
Sparrow, Marguerite C. — Irvine, Ky.
Starns, Mrs. Alice Rogers — Richmond, Ky.
Sutton, Tom B. — Vest, Ky.
Tarkington, Susan — Danville, Ky.
Terrill, Marion — Richmond, Ky.
Thompson, Jane S. — Harned, Ky.
Tribble, Mary Allison — Waco, Ky.
Triplett, Violet — Ashland, Ky.
True, Hester G. — Ashland, Ky.
Turner, Ethel Mae — Richmond, Ky.
Turner, Ruth — Million, Ky.
White, Nancy Catherine — Crab Orchard, Ky.
Whittaker, Florence Mae — Million, Ky.
Young, Anna Belle — Hamilton, O.
Young, Rosa Mae — Lawrenceburg, Ky.
Evans, Lynn — Richmond, Ky.

*Dead

EASTERN KENTUCKY STATE NORMAL SCHOOL *and* TEACHERS COLLEGE

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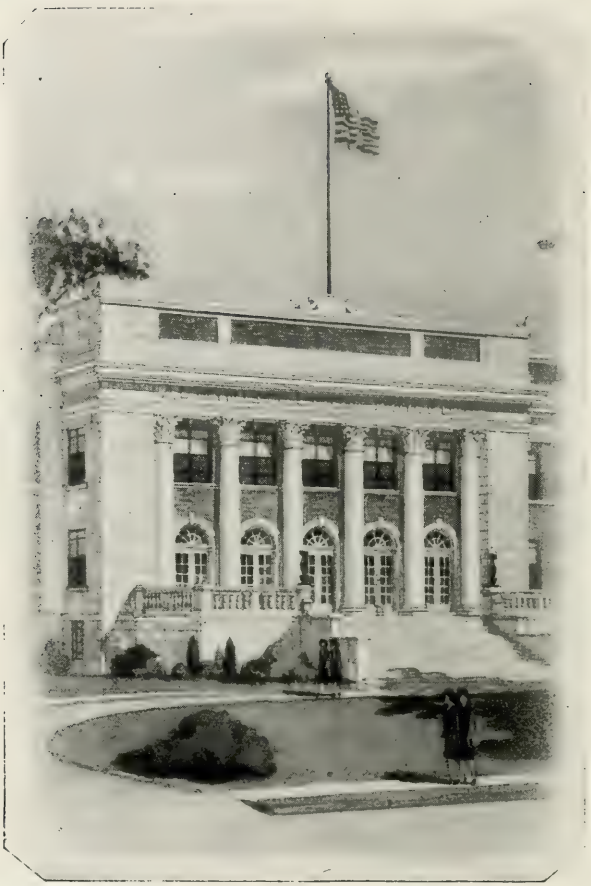

ADMINISTRATION BUILDING—FRONT ENTRANCE.

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EASTERN KENTUCKY STATE NORMAL SCHOOL AND TEACHERS COLLEGE, RICHMOND, KENTUCKY

Calendar

1928

SEPTEMBER

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1929

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SEE KEY—PAGE 5

Calendar 1928-29

A Semester opens.

B Examinations for entrance and for advance standing.

C Class work begins.

D Last day to register for a full load.

E Last day to register for credit.

October 12—Columbus Day. School in session.

October 25—Inauguration of H. L. Donovan as President.

F Last class work before Thanksgiving recess.

G Thanksgiving recess.

H Class work resumes.

I Last class work before Christmas recess.

J Christmas recess.

K Class work resumes.

January 19—Lee's birthday. School in session.

L First semester ends.

M Second semester opens.

N Examinations for entrance and for advance standing.

O Class work begins.

P Last day to register for a full load.

February 12—Lincoln's birthday. School in session.

R Last day to register for credit.

February 22—Washington's birthday. School in session.

S Mid-semester registration.

T Class work begins.

U Last day to register for a full load.

V Last day to register for credit.

W Commencement Season.

Commencement Season

Sunday, 7:30—Baccalaureate sermon.

Monday, 10:00—Normal School graduation exercises.

Afternoon—Examinations.

7:30—Banquet Alumni Central University.

Tuesday, 10:00—Commencement.

2:00—Alumni business meeting.

7:30—Banquet Alumni Association.

Wednesday—Examinations.

Thursday — Decoration of the graves of the former Presidents of Eastern.

X First summer term opens.

Y Examinations.

Z Class work begins.

a Last day to register for a full load.

b Last day to register for credit.

c Class work to make up for July 4.

d Independence Day. No class work.

e Term closes.

f Second summer term opens.

g Examinations.

h Class work begins.

i Last day to register for a full load.

j Last day to register for credit.

k Term closes.

BOARD OF REGENTS

W. C. BELL
State Superintendent of Public Instruction, Ex-Officio Chairman

ATTORNEY GENERAL J. W. CAMMACK, Owenton, Kentucky.
Term Expires 1932

HON. C. F. WEAVER, Ashland, Kentucky
Term Expires 1932

HON. H. M. BROCK, Harlan, Kentucky
Term Expires 1930

HON. J. A. SULLIVAN, Richmond, Kentucky
Term Expires 1930

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C. F. WEAVER, Second Vice-Chairman
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KATHERINE MORGAN, Assistant Secretary

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HON. R. E. TURLEY, Treasurer
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HON. H. M. BROCK
PRESIDENT H. L. DONOVAN

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Ex-Officio President of the Council

H. H. CHERRY
President of Western Teachers College, Vice-President of the Council

H. L. DONOVAN
President of Eastern Teachers College

College Faculty

H. L. DONOVAN, A. B.; M. A.; Ph. D. — **President**

Diploma, Western Kentucky Normal School; A. B., University of Kentucky; M. A., Teachers College, Columbia University; graduate student, University of Chicago; Ph. D., Peabody College; rural teacher, one year; elementary school principal, Paducah, Ky., three years; superintendent of schools, Wickliffe, Ky., two years; assistant superintendent of schools, Louisville, Ky., five years; army psychologist, one year; superintendent of schools, Catlettsburg, Ky., one year; dean of faculty, Eastern Teachers College, two years; professor of elementary education, Peabody College, three years; author, A State's Elementary Teacher Training Problem; co-author, Supervision and Teaching of Reading.

HOMER E. COOPER, A. B.; A. M.; Ph. D. — **Dean of the Faculty**

A. B., West Virginia University; A. M., Columbia University; Ph. D., Columbia University; rural teacher, four years; village supervising principal, three years; superintendent of Point Pleasant, West Virginia, four years; superintendent Bluefield, West Virginia, four years; head extramural instruction department and instructor educational administration, University of Pittsburgh, three years; head extramural instruction department and assistant professor educational administration, one year; superintendent Maryland Casualty Company Training School, Baltimore, two years; present position since 1924; made following school surveys: villages and cities of Nassau County, New York, 1916; Saint Paul, Minnesota, 1917; Philadelphia, 1920; Kittanning, Pennsylvania, 1920; Maysville, Kentucky, 1927; published Cost of Training Teachers.

***EULAH RACHEL ACREE, B. S.** — **Home Economics**

Diploma, Erlanger High School; B. S., University of Kentucky; additional graduate work, Columbia; teacher in Erlanger Public Schools, seven years; teacher in Horse Cave High School, one semester; present position since 1927.

KERNEY M. ADAMS, A. B.; A. M. — **Director of Extension**

Diploma, Eastern Kentucky State Normal School and Teachers College; A. B., University of Kentucky; A. M., Cornell University; additional graduate work, Cornell University; teacher, rural school of Kentucky; teacher of History, Altoona High School, Pennsylvania, two years; present position, 1928.

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*On leave of absence for a semester.

VERNON M. ALBERS, A. B.; A. M.; Ph. D. **Physics**

A. B., Carleton College, Northfield, Minnesota; A. M., University of Illinois; Ph. D., University of Illinois; Part-time Assistant, Department of Physics, University of Illinois, four years; full-time Assistant, University of Illinois, one year and two summer sessions; present position, 1928.

MARY BEALL, A. B.; A. M. **Mathematics**

Diploma, Mt. Sterling High School; A. B., University of Kentucky; A. M., University of Kentucky; instructor in mathematics in high schools, four years; critic teacher of mathematics, University of Kentucky, three years; instructor in education, University of Kentucky, one summer term; present position since February, 1928; published the following article: A Comparison of the Curricula of the High Schools of Kentucky for the Years 1922-23 and 1923-24 Including a Brief Study of the Training of Teachers and the Combinations of Subjects Taught.

PEARL L. BUCHANAN, A. B. **English**

A. B., South Western University; one semester graduate work, University of Oklahoma, one semester graduate work, North Western University; two quarters graduate work, George Peabody College for Teachers; two years head of English department, State Preparatory School, Claremore, Okla.; four years teacher of speech and dramatics, Senior High School, Muskogee, Okla.; assistant instructor, summer school, University of Oklahoma; one semester assistant instructor in reading, State Normal, Ada, Oklahoma; present position since 1923; published following articles in educational periodicals: A Program of Speech Instruction for the Secondary School; Dramatics in the High School; Lighting the School Play.

MARY KING BURRIER, B. S.; M. S. **Home Economics**

Diploma, Hamilton College; B. S., M. S., University of Kentucky; Columbia University, one summer term of graduate work; Home Demonstration Agent, Bourbon County, Kentucky, six months; Supervision of Home Economics, Fayette County, Kentucky, one and one-half years; home economics and science teacher, Pikeville College, one and one-half years; home economics and science teacher, Midway High School, four years; present position since 1925.

****C. E. CALDWELL, A. B.; A. M.** **Mathematics**

B. S., National Normal University; A. B., Marietta College; A. M., Ohio State University; Ohio Life Certificate (High School); superintendent, accredited schools, Ohio, eleven years; instructor in Mathematics, Bellaire High School, Ohio; instructor in Mathematics, Marietta College, summer sessions; present position since 1912.

**On leave of absence for two semesters.

JANE CAMPBELL, A. B. **Music**

Bachelor of Music degree, Taylor University; A. B., Eastern Indiana State Normal School; graduate work, Eastern Indiana State Normal School; teacher of Public School Music, Taylor University, one year; teacher of Music, Central High School, Indiana, four years; Music Critic, Eastern Indiana State Normal School, two years; present position, 1926.

MRS. EMMA YOUNG CASE, A. B. **Principal, Rural Practice School**

Student, University of Kentucky; A. B., Eastern Kentucky State Normal School and Teachers College; rural teacher, two years; graded school teacher, two years; teacher, Tucumcari City School, Tucumcari, New Mexico, one year; principal, high schools in Kentucky, four years; present position since 1925.

KATIE CARPENTER, A. B. **Principal, Rural Practice School**

Diploma and A. B., Eastern Kentucky State Normal School and Teachers College; rural teacher, Mercer County, nine years; supervisor of rural schools, Mercer County, two and one-half years; teacher of Mathematics and Science, Harrodsburg Graded School, two years; critic teacher in rural school, Morehead State Normal School and Teachers College, two and one-half years; present position since 1926.

ASHBY B. CARTER, B. S. **Agriculture and Sanitary Science**

Diploma, George Peabody College for Teachers; Student University of Richmond; University of Virginia; Virginia Mechanics Institute; Graduate Student, George Peabody College for Teachers; Teachers College, Columbia University; University of Kentucky; rural teacher Virginia schools, two years; high school principal Virginia schools, two years; teacher of Agriculture and Manual Training, Tennessee High School, four years; present position since 1920. Contributor to Agricultural Journals.

ROY B. CLARK, A. B.; A. M. **English**

Diploma, State Normal School, Kearney, Nebraska; A. B., University of Nebraska; A. M., Columbia University; dissertation for the Ph. D. from Columbia University virtually completed, and all other requirements met except the taking of the final examination on the dissertation; rural teacher, one year; principal of ten grade village school, Homer, Nebraska, four years; superintendent of standard twelve grade school, Sutherland, Iowa, one-half year; assistant professor of English, State Normal School, Chadron, Nebraska, seven and one-half years; professor of English, State Normal College, Natchitoches, Louisiana, two years; lecturer in English, Columbia University, one semester; instructor in English, New York University, one year; head of English department, Jamestown College, Jamestown, North Dakota, two years; present position since 1926.

***REX W. COX, B. S.; M. S.** **Agriculture**

B. S., College of Agriculture, University of Illinois; M. S., Cornell University; residence requirement for Ph. D., Cornell University, virtually completed; teacher, accredited high schools, three years; instructor, State Agricultural School, Madison, Georgia, two years; instructor, State Normal School, Fort Hays, Kansas; present position since 1918.

MEREDITH J. COX, B. S.; A. M. **Chemistry**

Diploma, Warren Academy; B. S. and A. M., Peabody College for Teachers; two semesters additional graduate work, Columbia University and University of Wisconsin; principal, Hodgenville High School, two years; instructor in science and athletic coach, Mt. Sterling High School; officer, A. E. F.; instructor in science and coach, Hattiesburg High School, two years; professor of chemistry, Berea College, one year; present position since 1924; author, Quantitative Study of Plant Alkaloids; A Problem in the Professionalization of Subject Matter.

NOEL B. CUFF, B. S.; A. M.; Ph. D. **Psychology**

B. S., A. M., Ph. D., George Peabody College for Teachers; teacher of Spanish, David Lipscomb College, two years; teacher of English, Freed-Hardeman College, one year; principal, County High School, Davidson County, Tennessee, two years; teacher of Psychology, Appalachian State Normal School, Boone, N. C., two summer sessions; teacher of Psychology, David Lipscomb College, two years; present position, 1928.

****N. G. DENISTON, B. S.** **Industrial Arts**

B. S., Valparaiso University; student, Stout Institute; student, Massachusetts Institute of Technology; student, Bradley Polytechnic Institute; graduate work in the University of Chicago; Life Certificate in Montana, Louisiana and North Carolina; supervisor of Manual Training, Livingston, Montana, Baton Rouge, Louisiana, and Mobile, Alabama; head of Department of Industrial Arts, Stanley McCormick School, Burnsville, N. C.; head of Manual Arts Department, Mississippi Normal College, Hattiesburg, Mississippi; present position since 1919; leave of absence, 1928-29, with La Verne Noyes Scholarship.

RUTH DIX, B. S.; A. M. **Home Economics**

Teacher's diploma, Bradley Polytechnic Institute; one year and one summer, University of Illinois; B. S., Bradley Polytechnic Institute; A. M., Teachers College, Columbia University; teacher of Home Economics, high school, Colfax, Illinois, two years; township high school, Pana, Illinois, three years; Home Demonstration Agent, Hendricks County, Indiana, two years; present position since 1923.

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*On leave of absence for a semester.
**On leave of absence for two semesters.

J. T. DORRIS, A. B.; A. M.; Ph. D. — **History and Government**

A. B., Illinois College; A. M., University of Wisconsin; Ph. D., University of Illinois; rural teacher, two years; business college, Oshkosh, Wisconsin, one year; high school principal and superintendent, Illinois, twelve years; graduate assistant, University of Illinois, three years; instructor, State Normal School, Minot, N. D., ten weeks; instructor, State Normal University, Normal, Illinois, twelve weeks; present position since 1926; published following articles: The Oregon Trail, Pardoning the Leaders of the Confederacy, President Lincoln's Clemency.

RICHARD A. EDWARDS, A. B.; M. A. — **Director of Training School**

A. B., 1910, University of Kentucky; A. M., 1925, Columbia University; taught four sessions in rural schools of Graves and Calloway counties; principal of Trimble County High School and Bedford Graded School, 1910 to 1914; superintendent of city schools, Morganfield, 1914 to 1918; present position since 1918; student in summer schools of University of Wisconsin, University of Minnesota, and Peabody College; author of A Manual for Student Teaching, 1923; The Training School Bulletin, 1926, and A Manual for Observation and Method, 1928, in collaboration with training teachers.

BERNICE CHAMP, A. B.; A. M. — **Critic, Rural School**

Student, Hamilton College, Lexington, two years; A. B., Eastern Kentucky State Normal School and Teachers College; A. M., Teachers College, Columbia University; critic teacher, Eastern Kentucky State Teachers College, one semester, 1927; present position, 1928.

FRED A. ENGLE, A. B.; A. M. — **Education**

A. A., Cumberland College, Williamsburg, Kentucky; A. B., University of Kentucky; A. M., University of Kentucky; one quarter of additional graduate work, University of Kentucky; rural teacher, three years; principal of graded school, Knox County, Kentucky, three years; principal of Corbin High School, six years, teacher of Biology, Winchester High School, one and one-half years; present position since 1928.

JACOB D. FARRIS, A. M.; M. D. — **College Physician and Teacher of Health**

Diploma, Western Kentucky State Normal School and Teachers College; student, University of Chicago, one year; A. M., George Peabody College for Teachers; M. D., Vanderbilt University; assistant principal, Columbia High School, two years; principal, New Market High School, Alabama, four years; teacher, Industrial Arts, Nashville Public Schools, four years; present position, 1928.

D. THOMAS FERRELL, A. B.; A. M. **Education**

A. B., Duke University; A. M., Duke University; Trinity College, Dublin, Ireland, four months; A. M., Teachers College, Columbia University; one year additional graduate work, George Peabody College for teachers; instructor in the American army post school, four months; principal Alexis graded school, Gaston County, North Carolina, two years; instructor in History, Trinity Park School, two years; principal Bethesda High School, Durham County, North Carolina, three years; assistant in education Duke University, two years; professor of psychology and education, East Carolina Teachers College, summer term of 1926; present position since 1927; published the following article: Professional Preparation of Teachers for Small High Schools.

EDITH G FORD, B. C. S.; A. B. **Commercial Education**

Diploma, Louisiana State Normal College, Natchitoches, Louisiana; B. C. S., Bowling Green Business University, Bowling Green, Kentucky; A. B., George Washington University, Washington, D. C.; one semester graduate study, University of Kentucky, Lexington, Kentucky. City schools, Alexandria, Louisiana, two years; high school, Beckley, West Virginia, two years; high school, Winston-Salem, North Carolina, one year; present position since 1927.

ELINOR FOSTER, B. S.; M. A. **Library Science**

Graduate, Junior College Course, Ward-Belmont College, Nashville; B. S. and M. A., Peabody College for Teachers, Nashville; student assistant, Peabody College Library and Demonstration School Library, Peabody College; assistant, Teachers College Library, Columbia University, summer session, 1928; present position, 1928.

MAUDE GIBSON **Art**

Graduate Lebanon Normal; two years' course in public school art at Teachers College, Miami University; one semester at School of Applied Design, New York; one and one-half semesters in art classes of Teachers College, Columbia University. Three years, decorator, Weller Art Pottery, Zanesville, Ohio; one year, teacher, Clarksville, Tennessee, Female College; two years, teacher, Birmingham, Alabama, High School. Summer, 1926, studying great works of art in the galleries of Europe. Present position since 1910.

G. M. GUMBERT, B. S. **Agriculture and Athletics**

B. S. Agr., University of Kentucky; one summer term additional graduate work, University of Kentucky; four months Officers' Material School, Commissioned Ensign U. S. N., during world war; won five letters in basketball and football, University of Kentucky; seven years experience in Smith-Hughes Agriculture in Crittenden, Calloway and Fayette Counties, Kentucky; instructor in Agriculture, one year, Eastern Kentucky Normal School, 1922; present position since 1925.

****MAY C. HANSEN** — **Critic, First Grade**

Graduate, Oshkosh State Normal School; student University of Chicago; teacher in rural schools of Wisconsin, two years; teacher in public schools, Washburn, Wisconsin, three years; teacher in public schools, Green Bay, Wisconsin, three years; present position since 1912.

GEORGE N. HEMBREE, B. C. S. — **Athletics**

Student, Eastern Kentucky State Normal School and Teachers College, one year; B. C. S., Bowling Green Business University; rural teacher, two years; undergraduate work, University of Illinois, two summers; undergraduate work, Peabody College for Teachers, one summer session; in present position since 1920.

HERBERT T. HIGGINS, A. B. — **Industrial Arts**

Diploma, Eastern Kentucky State Normal School and Teachers College; A. B., University of Kentucky; required residence work completed for M. A., University of Kentucky; rural teacher, one year; graded school, Pulaski, Kentucky, two years; principal, county high school, Parksville, Kentucky, one year; Manual Training instructor, Ashland City School, Ashland, Kentucky, one year; Manual Training instructor, Anchorage, Kentucky, three years; director of Vocational Education, Pensacola, Florida, two years.

GERTRUDE M. HOOD, A. B.; A. M. — **Physical Welfare**

A. B., Ohio Wesleyan University; A. M., Columbia University; Physical Education and English, State Normal and Industrial School, Ellendale, North Dakota, 1927-1928; present position 1928.

MRS. STANTON B. HUME — **Industrial Arts**

Graduate Bellwood Seminary and Kentucky Presbyterian Normal School; student Cincinnati School of Domestic Science under Miss Gamon; student of Miss Anna Barrows, Columbia University; student of Miss Lamphere and Mr. Lane, New Hampshire; student, summer school, Peabody College; in present position since 1910.

WILLIAM C. JONES, B. S.; A. M. — **Principal of Normal School and Mathematics**

B. S., East Texas State Teachers College; A. M., Colorado State Teachers College; one term additional graduate work, George Peabody College for Teachers; instructor in mathematics, Wiley High School, Wiley, Colorado, one year; principal, Wiley High School, Wiley, Colorado, two years; at Eastern since 1926; co-author, "Pioneer Arithmetics," a series of arithmetics for the elementary and upper grades; joint author, "Rural Education in Madison County," a survey of the rural schools.

EMILY JONES — **Critic, Rural School**

Life Certificate, Eastern Kentucky State Normal School and Teachers College; additional work Peabody College and University of Kentucky; teacher, rural schools of Fayette County; present position, 1927.

**On leave of absence for two semesters.

WILLIAM L. KEENE, B. S.; M. A. **English**

Diploma, Middle Tennessee State Normal School; B. S. and A. M., George Peabody College for Teachers; rural teacher three years; principal consolidated elementary and county high school, Liberty, Tennessee, three years; summer school instructor, Middle Tennessee State Teachers College, 1925 and 1926; present position since September, 1926.

CHAS. A. KEITH, B. A.; M. A.; Ped. D. **(Dean of Men)** **History**

Student University of Arkansas, 1905-6; 1906-7; student University of Texas, 1909-1910; B. A., Honour Modern History, Oxford University, England, 1911; M. A., Honour Modern History, Oxford University, England, 1920; Honorary Doctor of Pedagogy, Ohio Northern University, 1926; one year and two summer terms additional graduate work, Indiana University, 1926-27. Two years rural teacher, Clark and Howard Counties, Arkansas; one year head of History Department, Little Rock High School, Arkansas; one summer term acting head of History Department, Western Kentucky State Teachers College, Bowling Green; one summer term lecturer Historical Subjects, Ohio Northern University; present position since 1912. Author Notes and Outlines of American History; Notes and Outlines in Civil Government; Outlines of Kentucky Government (Bobbs-Merrill Co.); Outlines of Kentucky History (D. C. Heath).

L. G. KENNAMER, A. B.; B. S.; A. M.; Ph. D. **Geography and Geology**

A. B., Simmons University, Texas; B. S., A. M., Ph. D., George Peabody College for Teachers; student, University of Wisconsin, one year; professor, Abilene Christian College, six years; professor of Science, David Lipscomb College, one year; professor of Geography, Sam Houston State Teachers College, Huntsville, Texas, summer session; Bursar and Registrar, Abilene Christian College, three years; assistant in Geography Department, George Peabody College, two years; present position, 1928.

ARMON JAY LAWRENCE, B. C. S.; A. B. **Commercial Education**

B. C. S. degree, Bowling Green Business University; A. B., University of Kentucky; two summers at University of Chicago; instructor, one year, Martins Ferry, Ohio High School; head of Commerce Department, Hot Springs, Arkansas, High School; four years, head of Commerce Department, Owensboro, Kentucky, High School; present position since 1926.

***CORA LEE, B. S.** **Critic, Junior High School**

Diploma, Owensboro High School, Owensboro, Kentucky; B. S., George Peabody College for Teachers, Nashville, Tennessee; one semester graduate work, Columbia University; rural teacher, one year; teacher in Owensboro public school, six years; present position since 1925.

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*On leave of absence for a semester.

MARGARET LINGENFELSER, A. B.; A. M. — **Critic, First Grade**

A. B., Eastern Kentucky State Normal School and Teachers College; A. M., Teachers College, Columbia University; teacher, rural schools of Mason County, Kentucky, five years; present position since 1924.

****MELVIN E. MATTOX, B. S.; A. M.** — **Education**

Diploma, Mississippi State Normal School; B. S. and A. M., Peabody College; two quarters additional graduate work, Peabody College; rural teacher, one year; principal of village and consolidated schools, five years; instructor, Mississippi State Normal, two summers; professor in education, University of South Carolina, one summer; superintendent of training school, Eastern Kentucky State Teachers College, one year; present position since 1925.

THOMAS E. McDONOUGH, B. S.; M. A.
Physical Education and Freshman Coach

Diploma, La Crosse Teachers College; student, Columbia University, one year; B. S., M. A., George Peabody College for Teachers; director of Physical Education and Coach, Bluffton City Schools, Indiana, one year; supervisor of Physical Education, City Schools, Milwaukee, three years; student instructor, Peabody College and Peabody Demonstration School, three years; present position, 1928.

***MARY FRANCES McKINNEY, B. S.** — **Geography**

Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; one semester graduate work, George Peabody College for Teachers; principal independent graded and high school, Clark County, Kentucky, four years; critic teacher in geography and mathematics, Eastern Kentucky Teachers College, three years; present position since 1926; on leave of absence, first semester, 1928-1929.

WILLIAM J. MOORE, A. B.; A. M. — **Economics**

Diploma, Eastern Kentucky State Normal and Teachers College; A. B. and A. M., University of Kentucky; work for Ph. D. substantially completed; two years, College of Law, University of Kentucky; rural teacher, five years; principal Corinth Independent Graded School, two years; principal Clay County High School, Manchester, Kentucky, four and one-half years; superintendent Midway Public Schools, Midway, Kentucky, two and one-half years; member lower house of Kentucky General Assembly, 1924; in present position since January, 1928.

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*On leave of absence for a semester.
**On leave of absence for two semesters.

MRS. JANET MURBACH, A. B.; M. A. — **French**

A. B., Oberlin College, Ohio; M. A., University of Kentucky; student summer session, University of California; teacher of French, Archbold High School, Ohio, two years; teacher of French, University of Kentucky, one year; present position, 1928.

WINNIE DAVIS NEELY, B. S.; M. A. — **English**

Diploma, Alabama College; B. S., George Peabody College for Teachers; one year graduate work, George Peabody College for Teachers; student instructor in mathematics, Alabama College, one year; teacher in rural schools, several summers; teacher of sixth grade, Dothan City Schools, Dothan, Alabama, one year; instructor in English, county high schools of Moulton and Birmingham, Alabama, six years; critic teacher, Alabama College Training School, two years; instructor in English, Alabama College, two summer terms; present position since 1924.

****SMITH PARK, B. S.; M. S.** — **Mathematics**

High School Diploma, 1915, Model High School of Eastern Kentucky State Teachers College; B. S. in Mechanical and Electrical Engineering, 1920, University of Kentucky; M. S. in Mathematics, 1925, University of Kentucky; traffic engineer, New York Telephone Co., for one year; present position since 1923.

****MINNIE PIGG** — **Critic, Rural School**

Life Diploma, Eastern Kentucky State Normal School and Teachers College; rural teacher, Kentucky, four years; teacher graded school, Oregon, one year; present position since 1924.

MABEL H. POLLITT, A. B.; A. M. — **Latin**

A. B. and A. M., University of Kentucky; additional graduate study in American Academies of Rome and Athens; principal Lewis County High School, Vanceburg, Kentucky, two years; instructor and assistant professor in department of Ancient Languages, University of Kentucky, six years; professor and acting head of department of Ancient Languages, Georgetown College, one year; present position since 1927. Phi Beta Kappa and Eta Sigma Phi fraternities. Author, Life of James Kennedy Patterson, President of University of Kentucky, 1869-1910.

RACHEL MAE POWELL, B. S.; M. A. — **Critic, Fifth Grade**

Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; M. A., Teachers College, Columbia University; intermediate grade teacher in consolidated and city schools, six years; present position, 1924.

**On leave of absence for two semesters.

MARIE L. ROBERTS — **Dean of Women**

Graduate, Western College for Women, Oxford, Ohio; teacher Western College, two years; teacher High School, Ashland, Ky.; assistant principal, Ashland High School; student, summer school, Columbia University student, summer school, Peabody College, Nashville, Tennessee; present position since 1915.

****KATHERINE ROBERTS, A. B.** — **French**

Diploma, Lexington Senior High School; A. B., University of Kentucky; present position since 1925.

DEAN W. RUMBOLD, B. S.; Ph. D. — **Biology**

B. S., University of Buffalo; student, University of Wisconsin, one year; Ph. D., Duke University; undergraduate assistant, University of Buffalo, one year; graduate assistant in General Zoology, University of Wisconsin, one year; teaching fellow, Duke University, two years; instructor Biology courses, Seashore summer school, Duke University, 1927; instructor Culver Military Academy, summer session; publication: A New Trematode from the Snapping Turtle.

RUBY RUSH, A. B. — **Critic, Junior High School**

Graduate Virginia Intermont College, Bristol, Virginia; A. B., University of Kentucky; rural teacher, one year; teacher, High Schools of Kentucky, four years; teacher of Latin and English, High School, Madison, Florida, two years; present position since 1926.

ANNA A. SCHNIEB, A. B.; A. M. — **Education**

Diploma, Indiana State Normal School and Teachers College; student, Indiana University, one year; A. B., A. M., Columbia University; diploma, education and psychology, Teachers College; two years' additional work, Columbia University and University of Chicago; city teacher, five years; assistant principal, city normal, three years; head of department of Education and Psychology, William Woods College, Fulton, Missouri, three years; education and psychology, State Teachers College, Cape Girardeau, Missouri, four years; present position since 1923; publications: Suggested Content, Sources and Activities for Arithmetic, English, Geography, Grades I to VIII; articles on student government and on teaching hygiene, teaching geography, teaching English.

JOHN ORR STEWART, JR., A. B.; A. M. — **Music**

A. B., Honorary A. M., Cedarville College; Cincinnati College of Music, one year; collegiate diploma, Cincinnati Conservatory of Music; teacher of Voice, New Philadelphia, Ohio, one year; State Normal School, Indiana, Pa., three years; Norfolk, Va., one year; Supervisor of Public School Music, Miami and Montgomery Counties, Ohio, two years; present position since 1922; published articles on Voice Production, The Musician, Oliver Ditson Co., Boston; "Music in Kentucky Schools," Kentucky Music Teachers Journal; edited "Official Book of Songs, State Teachers College, Richmond, Ky.

**On leave of absence for two semesters.

VIRGINIA F. STORY, B. S. **Critic, Third Grade**

Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; teacher, Ashland, Kentucky, five years; primary supervisor, Ashland, Kentucky, three years; present position since 1927.

BROWN E. TELFORD **Piano**

Diploma, Greenbrier College for Women; two terms special work, Cincinnati Conservatory of Music; one term New York School of Music and Arts; one semester, New England Conservatory of Music, Boston, instructor in piano, Madison Institute, one year; present position, 1920.

GLADYS PERRY TYNG, B. S. **Critic, Sixth Grade**

Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody Teachers College; one semester additional graduate work, George Peabody Teachers College; teacher in elementary grades three years, Guthrie and Richmond, Kentucky; present position since 1920.

ELIZABETH WILSON, B. S.; M. A. **Critic, Third Grade**

Diploma, Martin College, Pulaski, Tennessee; B. S., A. M., Peabody College for Teachers; rural teacher, Tennessee, two years; critic teacher, East Texas State Teachers College, three years; critic teacher, North Texas State Teachers College, one year; present position, 1928.

GERMANIA WINGO, A. B. **Critic, Fourth Grade**

Graduate State Normal School, Farmville, Virginia; A. B., Teachers College, Columbia University; grade teacher, Crewe, Virginia, two years; teacher, Amelia Court House, Agricultural School, and Pulaski, Virginia; present position, 1920.

EDNA ZELLHOEFER, A. B.; A. M. **English**

Graduate Illinois State Normal University; A. B., University of Illinois; A. M., Columbia University; instructor in English, Sparland High School, Le Roy High School, and Rockford High School, Illinois; instructor in English in high school, La Cross, Wisconsin; present position, 1922.

NORMAL SCHOOL FACULTY

I. H. BOOTHE, B. Ped. **Mathematics**

Graduate, Zanerian Art College; student, National Normal University; student, Southern Normal School; diploma, Eastern Kentucky State Normal School, 1910; graduate, Valparaiso University; teacher, public schools, Ohio, ten years; public schools, Kentucky, fourteen years; present position since 1907.

VIRGIL BURNS, A. B.; A. M. — **Social Science**

Diploma, Western Kentucky State Normal School and Teachers College; ten months training in Bowling Green Business University; A. B., University of Kentucky; A. M., Columbia University; rural teacher, three years; principal Golden Pond Graded School, Trigg County, one year; superintendent Kuttawa city schools, four years; present position since 1924.

G. O. BRYANT, A. B. — **Mathematics**

Life certificate, Western Kentucky State Normal School; A. B., University of Kentucky; one year additional graduate work, University of Kentucky; rural teacher, six years; principal graded and high schools, Cottonwood, Illinois, four years; Milburn, Kentucky, one year; Gracey, Kentucky, four years; county high school, Casey County, Kentucky, five years; present position since 1924.

***MARY FLOYD, A. B.** — **History**

Diploma and A. B., Eastern Kentucky State Normal School and Teachers College; one term of undergraduate work, Ypsilanti, Michigan; three terms graduate work, University of Chicago; one term graduate work, Columbia University; taught graded school work in Louisville, Kentucky, four years; principal graded school, Sumner, Florida, one year; instructor in history, Somerset High School and coach of debate team that won second place in the state contest, 1924; present position since 1925; on leave of absence for first semester 1928-29 to complete A. M., Columbia University.

ANNA D. GILL, A. B. — **Commercial Subjects**

B. C. S., Bowling Green Business University; A. B., University of Kentucky; student, summer sessions, Gregg School, Chicago, six weeks; University of Wisconsin, twelve weeks; Western Normal School and Teachers College, nine weeks; teacher, High School, Mapleton, Maine, one year; teacher, Business College, Port Arthur, Texas, one year; head of Commercial Department, Elkins High School, West Virginia; present position, 1928.

ELIZA HUGHES — **Physical Welfare**

Diploma, New Haven Normal School of Gymnastics; three additional summer terms, University of Kentucky; supervisor Physical Education, Paris City Schools, Paris, Kentucky, three years; present position since 1927.

EUGENE L. PEARSON, A. B. — **English**

A. B., Vanderbilt University; graduate work, University of Kentucky; one summer session at Peabody College; one summer session at Columbia University; principal, county high school, Cedar Hill, Tenn., two years; principal, City High School, Georgetown, Kentucky, two years; present position since 1926.

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*On leave of absence for a semester.

***EVELYN SLATER, B. S.** **Home Economics**

Graduate of Holmes High School, Covington, Ky.; four years' business experience with Cincinnati banking concern; B. S., University of Kentucky; one semester substitute work, Cincinnati Public Schools; foods instructor, East Night High, Cincinnati; present position since February, 1927.

G. D. SMITH, A. B.; B. S.; M. A. **Nature Study**

Student, Muskigam College, New Concord, Ohio, one year; A. B., Honorary M. A., Ohio Northern College, Ada, Ohio; B. S., Ohio Weslyan College, Delaware, Ohio; student, summer sessions at Ann Arbor, Michigan, Ohio State Biological Laboratory, Cedar Point, Ohio, Carnegie Biological Laboratory, Wood's Hole, Massachusetts; superintendent of village schools in Ohio, six years; head of Science Department, Central High School, Akron, Ohio, seven years; in present position since 1908.

SAMUEL WALKER, A. B. **Education**

A. B., Maryville College, Maryville, Tennessee; thirty-two hours' graduate work, University of Kentucky; rural teacher in public schools of Whitley County, five years; supervisor Whitley County Schools, four years; city superintendent, Williamsburg, Kentucky and Etowah, Tennessee, two years; instructor in Normal Department, Cumberland College, Williamsburg, Kentucky, two years; superintendent Whitley County schools, eight and one-half years; present position since 1926.

H. H. BROCK, A. B. **Correspondence Department**

L. G. WESLEY, A. B. **Correspondence Department**

LIBRARY STAFF

MARY ESTELLE REID **Librarian**

Edmonton High School; graduate, Liberty College, Glasgow, Kentucky; special course in Library Administration, University of Nashville, one year; Carnegie Library, Nashville, one year; present position since 1911.

ELINOR FOSTER, A. B.; A. M. **Assistant Librarian**

FRANCES ELIZABETH NEWMAN, A. B.; B. S. **Assistant Librarian**

Graduate Morganfield High School; A. B., Randolph-Macon College; B. S., School of Library Service, Columbia University; student assistant, Randolph-Macon College, two years; student assistant, School of Engineering, Columbia University, one year; present position since 1927.

BESS MOORE **Assistant Librarian**

Student, Eastern Kentucky State Teachers College, four years; present position since 1927.

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*On leave of absence for a semester.

Administrative Staff

G. M. BROCK, Business Agent

E. P. McCONNELL, Bookkeeper

KATHERINE MORGAN, Secretary to the President

MRS. HART L. PERRY, Secretary to Business Agent

KERNEY ADAMS, Director of Extension

MAYE M. WALTZ, Secretary to Dean

INEZ McKINLEY, Assistant Bookkeeper

AUGUSTA DAUGHERTY, Cashier

FRANKIE DeBOE, Stenographer, Business Office

ELIZABETH DUNIGAN, Stenographer, Business Office

FRANCES HOOVER, Stenographer, Normal School Office

MARIAN WEBBER, Assistant to Director of Extension

MAYME COOPER, Stenographer, Extension Division

EUNICE WINGO, Secretary to Dean of Women and Supervisor of Sullivan Hall

FRED BALLOU, Book Store Clerk

ISABEL SPEAKS, Stenographer, Registrar's Office

MARY SULLIVAN, Housekeeper, Sullivan Hall

MRS. T. J. COATES, Housekeeper and House Mother, Burnam Hall

W. A. AULT, Superintendent, Power Plant, Buildings and Grounds

EDNA WHITE, Registered Nurse

EDITH L. McILVAIN, Supervisor of Cafeteria

R. H. MATHERLY, Assistant in Cafeteria

Faculty Organization

COMMITTEES

Alumni and Senior Class

Adams, Higgins, Tyng, Powell, Park, Floyd, McKinney, Lingenfelser, Moore, Champ, Story, Case, Carpenter, Jones, Emily
Meets first Tuesday each calendar month at 4:40 p. m.

Certification and Graduation

Cooper, Mattox, Pollitt, Caldwell, Roberts, Jones, Albers, Farris
Meets on call of the chairman

Classification and Student Schedules

COLLEGE
Keith, and others as assigned

NORMAL HIGH SCHOOL
Jones, and others as assigned

Credits and Credentials

Jones, Mattox, Caldwell, Pollitt, Clark, Cuff, Carter
Meets on first Monday each semester, second mid-semester, and each summer school at 4:40 p. m.

Entrance Examinations

Moore, Cox, R., McKinney, Zellhoefer, Jones, Bryant
Meets on the first Tuesday of each semester, mid-semester and summer term at 9:00 o'clock

Lyceum Course and Entertainments

Buchanan, Caldwell, Stewart, Lawrence, Kennamer, McDonough, Murbach, Albers, Telford
Meets on the first Wednesday of each month at 4:40 p. m.

Library Committee

Reid, Cooper, Keith, Clark, Edwards, Caldwell, Cox, M., Pollitt, Rumbold
Meets on the first Thursday in each calendar month at 4:40 p. m.

Library Committee of the Normal School

Walker, Reid, Jones, Floyd, Pearson, Bryant
Meets on third Friday of each month at 4:40 p. m.

The Training School

Edwards, the critic teachers, and the teachers of Education
Meets on call of the chairman

Athletics

Carter, Edwards, Farris, Keith, McDonough, Hembree, Gumbert, Beall, Hood

Meets on the second Friday in each month at 4:40 p. m.

Societies, Clubs and Forensics

Clark, Zellhoefer, Pearson, Dorris, Ford, Ferrell

Meets on the second Tuesday in each month at 4:40 p. m.

Student Publications—Milestone and Progress

Keene, Deniston, Neely, Lawrence, Gibson, Cuff, Rumbold

Meets on second Wednesday of each calendar month at 4:40 p. m.

Eastern Kentucky Review—Catalog

Dorris, Schnieb, Clark, Mattox, Keene, Edwards, Albers

Meets on second Thursday in each month at 4:40 p. m.

Curriculum Committee

Cooper, Edwards, Dorris, Clark, Schnieb, Cox, M., Jones

Meets on third Friday in each month at 4:40 p. m.

Student Welfare, Discipline and Grievances

Donovan, Cooper, Farris, Pollitt, Roberts

Meets on call of the chairman

Rules and Regulations

Cooper, Keith, Caldwell, Edwards, Pollitt, Carter

Meets on call of the chairman

Social and Receptions

Gibson, Hume, Hughes, Dix, Burrier, Jones, McKinney, Keene, Cox, M., Cox, R., Adams, McDonough, Higgins, Kennamer, Zellhoefer, Neely, Campbell, Foster, Carter, Floyd, Hood

Meets on call of the chairman

Extension Committee

Adams, Jones, Cooper, Dorris, Smith, Engle

Meets on the fourth Tuesday in each month at 4:40 p. m.

Student Loans, Scholarships and Fellowships

Schnieb, Roberts, Keith, McDonough, Brock, G. M., Cox, M. J.

Meets on call of the chairman

Note:—A special meeting of any committee will be called by its chairman on the written request of three of the members of such committee. The President is ex-officio member of all committees.

GENERAL INFORMATION

HISTORY

On January 6, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison county, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2, and in the Senate on March 9, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21, and as the bill carried an "emergency clause," it became a law at once.

On April 5, 1906, the Governor appointed the commissioners to locate the two Normal Schools. Messrs. B. M. Arnett of Nicholasville, John Morris of Covington, George Payne of Paducah, George B. Edwards of Russellville, Basil Richardson of Glasgow, E. H. Mark of Louisville, and M. G. Watson of Louisa, constituted the commission.

On May 1, 1906, the commission visited Richmond to inspect the site offered by that city and on May 7 it met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named: Hon. James H. Fuqua, Sr., State Superintendent of Public Instruction, ex-officio Chairman; Hon. J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon Fred A. Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2 and elected Ruric Nevel Roark, at the time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. Dr. Roark died April 14, 1909, and Mrs. Roark was elected acting president on April 16. She served in this capacity until March 18, 1910, when John Grant Crabbe, then Superintendent of Public Instruction, was elected president. Dr. Crabbe served as president until September 1, 1916. On June 16, 1916, he resigned to take effect September

1, to accept the presidency of Teachers College, Greeley, Colorado. On September 5, 1916, the Board of Regents met at Lexington, Kentucky, and elected T. J. Coates, State Supervisor of Rural Schools, to the presidency of the institution. Mr. Coates entered upon his term of office September 7 and continued in office until his death, March 17, 1928. Dr. Homer E. Cooper, Dean, was elected acting president March 19 and served in this capacity until June 1. The Board of Regents met in Louisville on March 26, 1928, and appointed H. L. Donovan, Professor of Education of Peabody College, president of the institution. Mr. Donovan was formerly dean of the faculty of Eastern.

SUPPORT OF THE SCHOOL

From 1906 to 1918 the school was supported by annual and special appropriations made by the General Assembly. Since 1918 its income has been derived from a millage tax, and inheritance tax. In addition to this income, the Legislature has from time to time granted special appropriations for the purpose of constructing buildings and purchasing other equipment.

LOCATION

The home of the Eastern Normal School and Teachers College is a little city of about 7,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the mountain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Central University, the famous Presbyterian institution which was re-

moved to Danville and united with Central College in 1901. The campus lying between South Lancaster Avenue and South Second Street is one of the most beautiful in the south. It has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buildings include:

New Administration Building—The new Administration Building is located between Roark Building and the President's home on Lancaster Avenue. The building has a frontage of 144 feet, and it was constructed at a cost of $191,932.52. The new auditorium is to be added to this structure. It will be completed at a cost of approximately $125,000.00.

The Administration Building is fire-proof. In it are located all the administrative offices. In addition to the offices, it contains twelve elegant class rooms.

University Building—A fine old landmark, remodeled and properly equipped for recitation rooms. The Assembly Hall with balcony is on the second floor of this building. Here chapel and assembly exercises are held. This assembly room has recently been remodeled and reseated with handsome opera chairs.

Ruric Nevel Roark Building—This handsome new building is named in honor of the founder and first president. It was erected in 1909, at a cost of $45,000. The laboratories for physics, chemistry, biology and agriculture are located on the first floor. These laboratories are well equipped for special and individual study The other floors are used for recitation rooms.

James W. Cammack Building—This building stands eighty feet south of Roark Building and fronts equally with it on Lancaster Avenue. It was constructed in 1918 at a cost of $50,000.00 and was remodeled and refurnished last year at an additional cost of $15,000.00. The building was designed and is used entirely for the Training School. It contains laboratories, class rooms, practice rooms, offices and assembly room.

Memorial Hall—This is a good dormitory for men. An annex was recently completed which enables it to accommodate about 100 more students. The new rooms are models with large, roomy closets and hot and cold water in each room. This Hall is in charge of a resident member of the faculty.

Sullivan Hall—This dormitory for women was built in 1909 at a cost of $45,000. It was named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms. The resident Dean of Women is in charge of the hall, and personally cares for the home life of women students. A competent housekeeper is employed. A substantial annex to this hall accommodates seventy-five young women.

Burnam Hall—This building is a beautiful and imposing new dormitory for girls recently constructed at a cost of $233,-067.01. It is a fire-proof structure. The rooms are arranged in suites of two with private bath between each room. A spacious lobby, beautifully furnished, occupies the entire front central section of the first floor of this building.

In this building is located the cafeteria, which has a seating capacity for 620. In addition to the cafeteria, there are small private dining rooms and kitchens which are to be used for club and society entertainments. There is also a large recreation room for women students. A well-equipped laundry is provided for the use of the students.

Burnam Hall is one of the largest and most modern dormitories in Kentucky.

The Power Plant was erected in 1909 at a cost of $40,000. It contains the lighting and heating apparatus for supplying all the buildings on the campus. The electrical equipment consists of two 50 K. W. 2,300-volt A. C. generators, and the switch board and the necessary instruments for the distribution of the electric energy.

Recently the three 125 H. P. boilers in the Power Plant were equipped with mechanical stokers. This equipment greatly increases the efficiency of the plant.

The heating plant supplies low pressure steam to all radiators in the different buildings. The plant is considered one of the best power plants in the State of Kentucky.

New Stateland Hall is a very large and beautiful brick dwelling situated on the farm. It contains nine rooms which have been furnished and equipped with modern conveniences for the students who occupy the rooms in this hall. It is large enough to accommodate approximately thirty young

men. The young men who are primarily interested in agriculture are expected to room in this hall.

The President's House is situated on the northwest corner of the campus, facing Lancaster Avenue, just north of the Administration building. It is a large, two-story brick building.

The Gymnasium—The gymnasium is a large frame building. It is well equipped with all the working apparatus of the modern gymnasium. It contains one of the largest basketball floors in the State. The building is also used as an auditorium and it will seat approximately twelve hundred people.

Library Building—A new library building was constructed at a cost of $67,046.30. It is a two-story fire-proof building. It contains approximately 26,000 volumes.

NEW STATELAND

Eastern owns an excellent farm of 160 acres. This farm was purchased in January, 1923. It bounds the original campus on the east and south. In many respects the acquisition of the farm represents one of the finest assets the school has acquired in the history of the institution. The fact that it is contiguous to the campus makes it possible for the classes in agriculture to use the farm as a laboratory without a loss of time in moving from the class room to the farm. The activities of the farm are those usual in this part of the State. There is a dairy herd composed of purebred Jerseys and Holsteins. These cows furnish milk for the cafeteria.

Purebred Duroc hogs are raised and a colony of purebred poultry is being bred.

New Dairy Barn—A new model dairy barn with a capacity of thirty dairy cows has recently been erected on New Stateland Farm at a cost of $10,000.00.

This farm is owned and operated for the following purposes:

1. To be used for laboratory and demonstration purposes in relation to the Department of Agriculture of the Normal School and Teachers College.
2. To give the students attending the school work to help them pay expenses.
3. To furnish the dormitories with milk, eggs, meat and

vegetables in season, thus lowering the cost of living to students in the school.

While New Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses and to pay gradually for needed improvements.

SCHOOL ORGANIZATION

Discipline—Eastern is responsible to the State for the character and scholarship of its graduates—those who are to teach in the public schools. The institution will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, or if they are found unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls here with the assurance that their safety, their general culture and their education will be carefully guarded.

Christian Associations—The institution is not denominational in any sense. Its positive influence, however, is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday Schools in the city. The Young Men's club and the Young Women's Christian Association have a large membership. The Young Women's Christian Association meets every Sunday evening in a devotional meeting. These organizations are doing a great work in the school and new students should join them and become active workers. Vespers will be conducted on the campus each Sunday evening during the Summer School for the entire summer.

LECTURE COURSES AND ENTERTAINMENTS

Eastern maintains a high grade lecture course for the benefit of her students. The Lyceum Course, selected from the best available talent, provides excellent entertainment of a varied nature. Each student is able to attend these without additional expense.

Literary Societies—There are five literary societies at Eastern; namely, the Horace Mann Literary Society, the Ruric Nevel Roark Literary Society, the Men's Club, the Neon Krypton Literary Society, and the Rural Life Club.

The Ruric Nevel Roark Society is a normal school society and has been named in honor of the first president of Eastern.

The Horace Mann Society is maintained exclusively by College students and has been named after Horace Mann, the great champion of common schools in America.

Membership in all of these societies is voluntary, but the most efficient and capable students are found identified with one of these organizations. The societies are self-governing and meet on Thursday evening.

Training School—The Training School is maintained on the campus as a model elementary and junior high school. It occupies all of Cammack building. There are nine training teachers and about two-hundred and thirty pupils. The Training School is the center of the professional work of the institution. It provides opportunities for observation by classes in both theory and professionalized subject matter courses. It is also the laboratory where student teaching is done.

The first consideration in the management of the school is to make of it a good school of itself. To the extent that children receive the best possible educational opportunities, to that extent is the Training School valuable to the State in the training of teachers. Modern methods of teaching are demonstrated and opportunity is given for the development of such skills, techniques and controls as are considered essential for those taking out the Standard Certificate or a degree.

Since the Training School is in session for only a ten months school year, its facilities for student teaching are limited during the first summer term of the college. Therefore student teaching can be given during the first summer term to a limited number and is restricted to those who have been unable to attend during the two preceding semesters and who are compelled to have this work in order to receive the Standard Certificate or a degree. It is recommended that all who can should take student teaching during the nine months school year, and that others should reserve a place by letter if they must have the work in the summer term.

Rural Training Schools—Through co-operation with the County Superintendent and the County Board of Education of Madison County, Eastern is supervising two rural training

schools in connection with the other training work on the campus.

Kavanaugh school and Green's Chapel school are each two-teacher rural schools located about three miles from the campus. The purpose of the schools is to offer opportunity for observation and student teaching to those students in the college and Normal School who are specializing in rural school work. The school bus transports students to and from these schools by regular schedule.

STUDENT PUBLICATIONS

The Milestone, established 1922, is an annual published each year by representatives of the senior class. This publication contains photographic and statistical records of all organizations and events in the past college year. The staff consists of an editor-in-chief, associate editor, art, literary, photographic, advertising, society and joke editors and a business manager. Elections to the editorial department are part competitive and part elective by the class.

The Eastern Progress—Another very important publication, established in 1922, is The Eastern Progress, the newspaper of the College. Work on this paper calls for "covering" lectures, meetings, athletic games and events not in regular routine. Members of the faculty make frequent contributions on their various fields of study. This publication not only contains news of interest to the student, but articles that will interest alumni and teachers throughout Kentucky.

These publications offer widespread opportunities for the energies and talents of men and women who do not possess dramatic or athletic ability. You will find that your work on these publications will give you an unrivalled opportunity to become acquainted with your surroundings and your college mates.

Eastern Kentucky Review—This publication is the official bi-monthly review published by the College. It is edited by the Faculty. If you are interested write for it.

Athletics—It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

The various teams are under supervision, and all students of good class standing, who are physically qualified, may compete for a place on the teams.

The football season extends from the beginning of the fall term up to about Thanksgiving; the basketball season lasts from Thanksgiving on through to baseball weather; the baseball season continues from first suitable weather to the end of the second semester.

The school is a member of the S. I. A. A. and will play the leading colleges in this part of the country. The school maintains coaches for the regular college teams and a freshman coach for those who are just entering the institution for the first time.

THE LITTLE THEATRE

The Little Theatre Club—The widespread revival of interest in community and school dramatics, and the growth of the Little Theatre movement throughout the country and especially in Kentucky, has resulted in the establishment of a Little Theatre Club at Eastern. The L. T. C. has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived only from special activities. The Club offers an excellent opportunity for developing business and administrative ability, talents in scene-design and stage-construction, and dramatic ability in enacting the Club plays. The membership, drawn from the entire student body, is elective, each applicant presenting a tryout before the Club members. The local club is a unit in The Drama League of America.

MUSICAL ORGANIZATIONS

Eastern Community Chorus—Membership in the chorus is open to every student at Eastern; the sole requirement is the possession of the song book used for this work. Rehearsals are held once a week and are thirty minutes in length. The chapel period is assigned for a community sing once a week during the regular school year. Songs suitable for community singing will be studied.

Eastern Male Chorus—Membership in this organization is limited to twenty. Applicants for membership must apply in

person to the Director of Music for an audition. After all applicants have been tested the names of those who were successful will be posted. The best arrangements of music for male voices will be studied.

Eastern Madrigal Club—Membership in this organization will be limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition; after all applicants are tested the names of those who are sucessful will be posted.

Eastern School Orchestra—The following instruments will be admitted to the Orchestra upon evidence of ability of student to play them in an acceptable manner: Violin, Violincelli, Cornet, Trombone, Clarinet, Flute, Piccolo, Piano, Saxophone, Tuba, String Bass, Side Drum, Bass Drum. All students applying for membership are required to apply in person to the Director of Music and, if required, to give evidence of their ability to read music.

MAY FESTIVALS

The May Festivals at Eastern are annual events of great interest to the student body and the people of Richmond and vicinity. The best talent obtainable is secured and one program is always given over to a concert by the school musical organizations. A feature of the festival is the May Pageant and coronation of queen of the May. These exercises are given on the campus. Frequent appearances during the year at school assemblies and other functions and appearances at the music contest at the Kentucky Education Association in April of each year lend great incentive to the regular rehearsals.

MEDALS

Eastern encourages oratorical and debating contests. Medals will be given this year to the winner of the Boys' Oratorical Contest, of the Girls' Dramatic Reading Contest, and of the Public Discussion and Humorous Reading contests open to both boys and girls. These winners will represent Eastern in the annual spring meet of the Eastern Kentucky Oratorical Association.

Inter-society and inter-scholastic debates are encouraged at Eastern, and offer an opportunity for actual and practical training in forensics.

THE FORUM COMMITTEE

Seven of Eastern's most representative students are elected each year from the student body at large, through class representatives, to constitute the Forum Committee. This acts as a medium for the consideration of the live topics of the day. It offers excellent opportunities for developing initiative and student leadership.

THE SUMMER SCHOOL OF 1929

The Summer School of 1929 will open June 3. The term will be eleven weeks in length. The first term of the Summer School will begin June 3, and the second term will open July 15.

SCHOOL YEAR

The school year is divided into two semesters of approximately eighteen weeks each, and two summer terms of six weeks each. An opportunity will be given students to enter at the middle of the second semester, April 1st. Only a few courses can be offered at that time.

WHEN TO ENTER

Students should enroll on Monday and Tuesday at the opening of the semester. Students will be received on the following dates:

September 17—Opening First Semester.
January 28—Opening Second Semester.
April 1—Opening Mid-Semester.
June 3—Opening of Summer School.
July 15—Opening of Second Term of Summer School.

LATE ENTRANCE

Students entering after Wednesday of the first week of a term will be charged an additional fee of $1.00. Those entering after the first day of the second week of a semester will be

placed on a reduced schedule. No one may enter for credit after one-fifth of the semester has expired. Students entering after the third day of a term of summer school will be placed on a reduced schedule, and the fifth day of a term of summer school be the latest date to register for credit.

WITHDRAWALS

Students who leave school without the consent of the President are automatically suspended from the school. This does not apply at the regular time for closing.

APPOINTMENTS

Students may receive appointments from their County Superintendents or their City Superintendents. Appointments are good until all courses are completed.

ATTENDANCE AT COMMENCEMENT

All students who are candidates for the Standard Certificate and those who are candidates for a degree are required to participate in the commencement exercises unless excused by the President.

WHO MAY PARTICIPATE IN COLLEGE COMMENCEMENT EXERCISES

Participation as students in college commencement exercises is restricted to those who have satisfied the requirements for the Standard Certificate or for a degree at the time of commencement. Students, however, who satisfy those requirements in the summer school, or within the succeeding year, will receive their certificates or their degree immediately following the completion of the work and will be regarded as of the graduating class immediately succeeding the completion of the work.

EXPLANATION OF CREDITS

All work in the Normal School courses for the Normal Certificate is estimated in Carnegie high school units. A subject pursued for one semester, reciting five times a week, gives a student a credit of one-half unit. All work in the college is measured in semester hours, a semester hour being eighteen fifty-minute recitations. College subjects have different values determined by the number of hours of recitations per week. The semester hour value of each course is stated in the catalog.

HAVE YOUR CREDITS SENT

If you have completed work in an accredited high school or other approved institution, have your principal send **before you enter** a statetment of your work. These credentials will be necessary if you are enrolling as a new student. College credits will not be counted toward a certificate or a degree until entrance requirements have been met.

THE STUDENT'S LOAD

In the Normal school the usual load in a semester is two units; the maximum is two and one-half units. For a summer term of six weeks the usual load is one unit; the maximum load is one unit. In the teachers college in a semester the usual load is sixteen semester hours; the maximum is eighteen semester hours, and the minimum for a full time student is twelve hours. In a summer term of six weeks the usual load is six semester hours; the maximum is eight, and the maximum for two summer terms in the same year is fourteen semester hours. The student who is above average in ability to carry work and in normal health should register for a normal load. The very superior student with normal health may, with a good record already established, carry the maximum load. The student with ability below average, or in poor health, should register for less than the usual load.

STANDARD OF WORK

If a student fails to do satisfactory work, he will be warned and conditioned at the middle of any semester. If his work continues to be unsatisfactory, he may be dropped at the end of the semester. In order not to be dropped, a college student must make in a semester eight hours with ten grade points in a summer school, he must make four semester hours with four grade points. In order not to be dropped, a normal school student must make in a semester one unit with an average mark of C; in a summer school, he must make one-half unit with a mark of C.

SYSTEM OF GRADING

All grades are reported in letters on a five-point scale: highest, A; next highest, B; middle group, C; next lowest

groups, D and Z; lowest group F. The following is the interpretation placed upon the grading:

A—Excellent, valued at 3 points for each semester hour.
B—Good, valued at 2 points for each semester hour.
C—Average, valued at 1 point for each semester hour.
D—Poor, gives no points but gives credit toward certificate or degree if with such credits the student's standing is 1 or more.
Z—Conditioned.
F—Failure, valued at 0 points for each semester hour.

The grades A, B, C, D, F cannot be changed by an instructor. Each grade of 1 and Z carries with it a statement of the condition. When the condition shall have been satisfied, the instructor will assign a grade. The standing of a student is defined as the ratio of his total number of points to his total number of hours. For example, a student who makes an average mark of C throughout his course of 128 semester hours, would have 128 points and 128 semester hours, and a standing of one. An average of B would give the student 256 points and 128 semester hours and a standing of two. When a semester's work is to be considered, "standing" is understood to be the ratio of the number of points to the number of semester hours scheduled. For any certificate of college rank or for a degree a student must offer a number of grade points at least as great as the number of semester hours

ALUMNI ASSOCIATION

The purpose of this organization is to promote fellowship among the ever-increasing number of graduates and to stimulate a mutual interest between the institution and her former students. Now that the school has been given the right to become a Teachers College, the association expects to see many of its members returning to the campus.

Students who have taken the Standard Elementary Certificate are considered as Alumni of the Normal School. Students who have taken the Advanced Certificate or the Bachelor's degree are considered Alumni of the Teachers College. Alumni of either the Normal School or Teachers College are

eligible to membership in the Alumni Association of the Eastern Kentucky State Normal School and Teachers College.

All who wish to get in touch with the organization, write Mrs. Melba W. Carter, Secretary, Richmond, Kentucky.

EXPENSES AT EASTERN

Boarding Rooms and Fees

ROOMS FOR MEN STUDENTS

Memorial Hall and New Stateland Hall are the men's dormitories. These two dormitories will accommodate about 200 men. Memorial Hall is completely furnished, lighted by electricity, heated by steam, equipped with baths and showers and is comfortable and convenient at all seasons of the year. All rooms are equipped with lavatories supplying hot and cold water.

Rooms in New Stateland Hall are completely equipped, steam heated and are equally as desirable as those in Memorial Hall. These rooms in Memorial and New Stateland Halls rent at $1.50 a week for each student. Most rooms accomodate two students, a few three students.

The institution maintains at all times a list of Richmond homes offering rooms for men students. Information concerning these rooms will be furnished on request.

ROOMS FOR WOMEN STUDENTS

Burnam Hall and Sullivan Hall are the women's dormitories. These dormitories will accommodate 478 women students. Practically all rooms in these dormitories are two-student rooms but there are a few corner rooms to which three students are assigned. These rooms rent at $1.50 a week for each student. Rooms in Sullivan Hall and Burnam Hall are completely furnished, steam heated, and lighted by electricity. Hot and cold water is furnished in all rooms in these buildings. All rooms in New Burnam Hall have private bath for each suite of two rooms.

Young women are expected to room on the campus when attendance does not exceed the capacity of the dormitories, unless for special reasons they are granted permission by the President to room elsewhere.

ARTICLES TO BE FURNISHED BY STUDENTS

Whether rooming on the campus or in private homes, students are required to take care of their rooms and to fur-

nish two pairs of pillow cases, three sheets, spreads and comforters or blankets, towels, soap and runners for table and dresser.

UNIFORM RATE OF ROOM RENT IN DORMITORIES

Room rent is uniform in all dormitories and is $1.50 a week for each student. Rent is payable by the semester in advance.

ROOM DEPOSIT OF $3.00

A deposit of $3.00 is required of each occupant of dormitory rooms to guarantee the proper care of room and furnishings. The whole, or such part of this fee as may be due after deduction for damage is made, will be refunded to the student upon termination of his stay in school when deposit receipt is approved for refund by the Dean of Women or the Dean of Men as the case may be. The $3.00 room deposit is included in the $5.00 room reservation fee which is paid by the student when room is reserved.

HOW TO APPLY FOR A ROOM RESERVATION IN THE DORMITORIES

Students wishing to engage rooms either in the dormitories or in town should write the Business Agent for "Application for Admission Card" which should be filled out and returned promptly. These applications are filed in the order of their dates and in that order dormitory assignments are issued.

Applications will be received any time after January 1 for rooms for the next year but reservations can be made promptly only for the first semester. During the first semester the dormitories are occupied and applicants for later dates can be placed only as vacancies occur. For this reason students entering for the second semester and the summer terms may not secure dormitory reservations until it is possible to determine what vacancies there will be for the semester they expect to attend. Usually reservations for the second semester and the summer terms can not be made until a short time before the opening of these terms.

When the student receives a dormitory assignment a fee of $5.00 should be mailed to the Business Agent within ten

days to make the reservation permanent. The $5.00 reservation fee includes the $3.00 room deposit which is required of all occupants of dormitory rooms as a guarantee of the proper care of room and furnishings. (See information concerning Room Deposit on page 42.) The remaining $2.00 of the reservation fee is applied toward the payment of room rent when the student registers and is deducted from the amount due for rent.

Do not send a reservation fee until you have received a dormitory assignment.

Assignments to dormitories are made by the Business Agent. Assignments to definite rooms are made by the Dean of Women or the Dean of Men, as the case may be on or before the student's entrance.

The holder of a reservation may receive the refund of the fee by request in writing not later than ten days before the opening of the semester for which reservation is made.

Room reservations are void if not claimed by 12:00 o'clock midnight of Monday of the opening of the semester and the fee is forfeited. Room reservations are not transferable.

An application for transfer of a dormitory reservation to a later semester is entered under the date of the request for transfer, and not under date of the original application.

RULES CONCERNING WOMEN STUDENTS RESIDING IN PRIVATE HOMES

During those terms when the attendance exceeds the capacity of the dormitories the school maintains a list of private homes which agree to take student roomers under conditions and rates accepted by landladies and the school. All young girls except those whose homes are in Madison county are required to room in one of the homes listed.

Students should not engage rooms or board before ascertaining from the school that the landlady's name is on this list. The fact that students have roomed or boarded at a home during some previous year is not necessarily a guarantee that the home is at present on the list. Women students desiring to room with relatives or friends should notify the

Dean of Women of such intention as early as possible before coming to secure the school's approval if it can be given.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are alike subject to the regulations, control and supervision of the school.

ROOMS FOR MARRIED COUPLES AND FAMILIES

Among the Richmond homes offering rooms to students many have facilities for light housekeeping, and frequently small homes may be rented furnished and unfurnished. Prospective students desiring such rooming places are advised to communicate with the institution in advance of their entrance that the best possible arrangements may be made.

BOARD

Board is provided in the beautiful new cafeteria in Burnam Hall. This cafeteria is equipped to serve about a thousand students. Cafeteria coupon books good for $5.00 in board are sold for $4.75. These tickets are on sale at the Business Office at all times and may be purchased as needed. Most students use one coupon book a week.

Men and women students occupying rooms on the campus are required to take their meals at the college cafeteria unless for some special reason they are granted permission by the President to board elsewhere.

THE INCIDENTAL FEE

Each student pays an incidental fee of $5.00 each semester when he registers. This is not a matriculation or enrollment fee, but is to cover admission to all regular athletic games, admission to lecture courses and entertainments, the library fee, and free subscription to the "Eastern Progress," the student newspaper, and contingent expenses.

The incidental fee is paid by all students and is not refunded. After the first two registration days of the semester late registrants must pay $1.00 additional fee. It pays to be on time.

SPECIAL FEES

Those who take special laboratory subjects pay the following special fees in advance for the semester:

Home Economics, Food Preparation	$ 6.00
Home Economics, Garment Making	2.00
Chemistry	5.00
Physics	2.00
Biology	4.00
Botany	2.00
Zoology	4.00
Manual Training	4.00
Pottery	2.00
Handwork	5.00
Typewriting	2.00
Art	5.00
Piano lessons (private instruction, two lessons a week)	27.00
Piano lessons (private instruction, one lesson a week)	13.50
Piano practice (one hour a day)	5.00

TUITION FEES

No tuition is charged residents of Kentucky—Non-residents of Kentucky are charged the following rates:

For any one semester	$27.00
For the summer school	18.00

Necessary Expenses at Eastern for One Semester—18 Weeks. Expenses for Summer School in Proportion

Board, approximately	$ 85.50
Room rent in dormitories	27.00
Incidental fee	5.00
Total expenses	$117.50

The following expenses are payable **in advance** for the semester:

Incidental fee	$ 5.00
Room rent in dormitories	27.00
Total to be paid in advance on entrance	$ 32.00

Students who enter the dormitories and have not paid the room reservation fee of $5.00 are required to pay the $3.00 room deposit at time of registration.

The cost of books and supplies for a semester may be estimated at from $10.00 to $20.00.

OPPORTUNITIES FOR EMPLOYMENT TO ASSIST WITH PAYMENT OF EXPENSES

A limited number of students may earn a part of their expenses such as board or room rent by doing various kinds of work for the college such as working in the cafeteria, book store, campus post office, dormitory information offices, on the school farm, etc. Some students may also find opportunity for employment clerking in Richmond stores and working in restaurants, etc., on Saturdays.

Students are advised not to enter expecting employment of this kind unless they have arranged for it in advance. Students are cautioned against attempting to do such outside work unless they are doing a very high grade of work in their classes and have a physical vigor that makes additional duties possible without endangering their health.

As a general rule students should enter prepared to pay all of their expenses for at least one semester.

EXTENSION DIVISION

CORRESPONDENCE DEPARTMENT

General Information

PURPOSE

The purpose of the Extension Division of Eastern is to make the resources of the institution available in as many ways as possible to as many people as possible and to provide a high grade of instruction for persons who do not find it possible to attend school. People who are unable to avail themselves of the advantages offered in resident study have a just claim upon the state for some sort of educational opportunities. Also, people who can spend only a limited time in resident study are enabled to supplement this with additional instruction such as the institution was created to give.

FOR WHOM INTENDED

Correspondence work as offered by the Eastern Kentucky State Normal School and Teachers College is intended for six classes of people: (1) Students who have attended the school and who expect to return to secure a certificate or to graduate; (2) teachers who expect to attend the institution but who want to work off a few credits before entering while teaching; (3) teachers who wish to qualify to meet the high school requirements of the school law (Acts 1926); (4) teachers who must continue teaching the whole year and who want to improve their scholarship; (5) teachers who have worked off the resident requirement for a certificate and desire to complete the number of semester hours or high school units required for such certificate; (6) teachers who desire to have certificates renewed.

CHARACTER OF THE COURSES

The correspondence courses are the same as those given in the class room of the institution. All the courses listed in the catalog will be offered on sufficient demand except those requiring a library or a laboratory which can not be supplied off the campus.

CREDIT

The same credit is given for work done by correspondence as for work done in residence. It should be noted, however, by students who expect to transfer credit earned by correspondence in Eastern to other institutions, and especially to graduate schools, that a few of the larger institutions in the country do not accept credit earned by correspondence. Students who take correspondence courses with Eastern may be assured that their work will be accepted in practically all of the larger American colleges and universities.

ADMISSION REQUIREMENTS

Students will be admitted to correspondence courses under the same conditions as govern admission to resident classes. Completion of the eighth grade is required for enrollment in a normal school course; completion of fifteen units in an accredited high school is required for admission to a college course. Evidence of completion of the eighth grade shall be determined by one of the following methods:

"(a) On presentation of county school diploma.

"(b) On presentation of a teacher's certificate issued to the prospective student.

"(c) On passing a satisfactory examination at the institution.

"(d) On certificate of promotion to high school."

Students who desire to enroll for correspondence must have their credits certified by the superintendent or principal of the school in which they were secured. These certificates should be properly made out and mailed directly to the institution by the school certifying to them. This statement then becomes the property of the institution.

Blank forms for such certificates will be furnished by the Registrar or the Director of Extension upon application.

TIME TO ENROLL

Students may begin correspondence work at any time during the year. We will not guarantee, however, that there will not be some interruption of the work during the four week's summer vacation and Christmas holidays.

FEES

An enrollment fee of $3.00 is charged, which is paid but once, **no matter how many courses are taken or how long a time has elapsed between courses.** There is also an instruction fee of $10.50 for each one-half unit taken, or $3.50 for each college hour. No credit can be given for any work taken in the Extension Division without the payment of all fees including books, postage due, etc. No fees are refunded except in cases where the student is found unprepared to take the course, or the school is unable to offer it. To avoid loss of time the necessary fees should accompany the enrollment application.

Note—Enrollment and payment of fees in a study center class does not entitle a student to membership in the Correspondence Department without the payment of $3.00 enrollment fee.

TIME FOR COMPLETION OF COURSES

Students are expected to complete at least one lesson a week. Allowance is made, of course, for sickness or unusual home conditions. If, however, a student does not complete the correspondence work within a year from the date on which he was enrolled he automatically forfeits his fee and his right to continue the course, unless he is able to satisfy the Director of Extension that he had a reasonable excuse for discontinuing his work. A course may be completed as rapidly as the student has time to do the work provided that no course may be completed in less time than four weeks from date of enrollment.

REINSTATEMENT FEE

A student that fails to complete his course within the time limit (12 months), if deemed advisable by the Director of Extension, may be allowed an extension of time. A course which has been dropped may be taken up again by paying a reinstatement fee of $2.00 which will allow an additional six months in which to complete the course. No student will be reinstated on any course more than once.

CHANGE OF COURSES

After a student is enrolled in one course it will be necessary for him to pay a fee of $1.00 to have his enrollment transferred to another course, even though he has not begun work.

If a student fails to finish a course within 12 months and desires to be reinstated and also transferred to another course, a fee of $3.00 will be charged.

CREDIT TOWARD CERTIFICATES

Normal School Certificates

1. No certificate is granted on correspondence work alone.

2. Four of the eight units required for the normal school certificate may be earned by correspondence, the other four must be earned in residence.

3. The normal school certificate may be re-issued or renewed on the completion of two additional high school units earned in residence in a normal school.

4. Certificates earned by examination of local validity may be renewed by earning two units, one by correspondence and one in residence.

College Certificates

1 The institution issues a certificate to high school graduates upon the completion of sixteen semester hours earned in residence. This certificate shall be re-issued or renewed upon the completion of sixteen additional semester hours, eight of which may be earned by correspondence.

2. Students may use credit earned by correspondence towards the standard certificate or degree, provided they have met the resident requirement.

3. Not more than twenty-five per cent of the required credit for certificates or degree from the Institution may be earned by correspondence or study center classes.

LIMITATIONS

1. Not more than two subjects may be taken at one time if credit is desired toward one of our certificates.

2. No student who is in resident study at any other school is eligible to do correspondence work with this school

unless that student can furnish the Correspondence Department a written permission from the Dean of the school where he is in resident study stating that it is with the permission of that school that he is allowed to take correspondence work with this Department.

3. Correspondence courses may not be taken by resident students except in unusual instances and then only with written permission from the Dean. When those who have been taking correspondence work enter the institution to do resident work before the completion of the course, they are expected to drop all correspondence courses unless the permission can be secured from the Dean for the continuation of the course. Students are held individually responsible for any violation of this rule. When a student is carrying a correspondence course while in resident study at Eastern, whether the course be with this Correspondence Department or with another institution such course must be entered on the daily schedule and counted in with the regular load, if the student is allowed to carry the course by permission of the Dean.

4. Not more than 12 semester hours of credit may be earned by extension within a calendar year. The year begins July 1, based on the time of enrollment. Not more than 12 semester hours of credit earned after the student has acquired 96 hours credit may be offered towards a degree if earned in extension. In other words the candidate for a degree is supposed to do 20 semester hours of work of his senior year in residence.

EXAMINATIONS

When a student has completed all the lessons in a course he will be required to take a final examination on the course. When it is not convenient for the applicant to report to the office of the Extension Division, arrangements will be made to have the examination in the student's own county under the supervision of a county or city superintendent, principals of accredited high schools, state school officers, or officers of recognized colleges. The examination questions will be made out by the instructor who has had charge of the course and they will then be forwarded to the examining officer who is to

conduct the examination. After the examination is held, the student's papers with the examination questions will be sent to the Director of Extension for final grading. If the examining officer charges a fee for his services, this must be paid by the student.

TEXTBOOKS

The textbooks are, in most cases, the same as those used in residence. However, it is necessary sometimes to make exceptions to this and to use other texts for the correspondence courses because the resident student has access to the library that correspondence students do not have. The instruction and the enrollment fees barely cover the actual expense of conducting the courses, hence the books are bought separately by the student. **No books are mailed to any student without a written order accompanied by the purchase price of the books.** The basal text for each course may be purchased from the bookstore and it will be bought back from the student within ten days after the completion of the course for which it was used, at the regular repurchase price. Any books other than the basal text that are necessary for the course will be sold to the student on his request but will not be bought back. The payment for text books should not be included in checks or money orders for enrollment and instruction fees. Remittance for books should be sent direct to the college bookstore.

If students desire they may purchase text books direct from the publishers, or secure them elsewhere.

STUDY CENTER DEPARTMENT

In addition to the courses offered by correspondence, Eastern offers to teachers in service the opportunity of taking work for credit in study center classes. A group of teachers take up some subject offered at Eastern. They meet for study and recitation a certain number of times and then take an examination on the subject. If they successfully complete the work, covering the same ground and doing the work as thoroughly as if it were done in the institution, they will receive credit on the course.

The teachers in these study centers are, in every case, specialists in the courses they offer. In some cases, they will be sent out by the school from the regular faculty; in others the instructor may be a local teacher.

REGULATIONS GOVERNING STUDY CENTER CLASSES

1. Teachers in charge of study center classes must be approved by the President of Eastern Kentucky State Normal School and Teachers College.
2. Subjects offered by correspondence or in study centers shall be exactly the same as those set forth in the catalog. They must have the same catalog number, same description and carry the same credit. In other words we are not accepting any extension work if we do not have the same work in residence. This rule may be subject to a change by agreement between the school offering it and the college. We reserve, however, the right to reject any courses which we do not offer in our catalog.

    a. A student enrolling in study center classes must take the responsibility for his eligibility for credit and for avoiding duplications. In case of doubt consult the Registrar of the Institution.
    b. The registration for each class group must be completed by the second meeting of that group for instruction. The full registration must be in the hands of the Director by the third meeting of the group.
    c. Texts used in study center classes may be purchased direct from the publishers, but must be the same as

used in residence, except by special permission from the authorities of the institution. Any individual desiring to purchase texts from the college bookstore of the institution, may do so in the regular way.

d. The length of class period in study center classes shall not deviate from those on the campus except by written authorization by the Director of Extension. A longer continuous period than one-hundred minutes, without rest, of at least ten minutes, will not be considered. As many as two one-hundred minute periods or four fifty-minute periods may be given in one day provided a reasonable period of rest be allowed.

e. Extension work cannot be used to satisfy residence requirements at the Eastern Kentucky State Normal School and Teachers College.

f. The same marking system is used in extension courses as is used in residence courses and the same limitations are placed on the marks. The same regulations and restrictions as are used for residence courses are used in study center courses.

3. Standards of scholarship must be maintained in all study center classes, and in order to insure this the following will be required:

a. Attendance for **full time** upon each class or laboratory period. In case a student is unavoidably absent from a recitation the instructor shall require that such time be made up in full, and work completed to his satisfaction; the time lost from tardiness shall be made up in the same manner. The instructor may require compensation for time spent with pupils in making up lost time. The attendance of each student shall be kept on an enrollment card and this card shall be sent to the institution upon the completion of the course.

b. The text used must be mastered to the full satisfaction of the instructor, all collateral reading assignments must be completed, and all note books and written work receive the instructor's approval.

c. All students wishing to receive credit for work done must pass a written examination upon the subject matter covered. All members shall enroll for credit, except as otherwise admitted by special permission of the Director of Extension.

d. All work done in study center classes shall be subject to the inspection and supervision of the Extension Division or the Dean, and the privileges extended to the class may be withdrawn at any time if the required standards of scholarship are not rigidly maintained.

4. Persons engaged in full-time teaching will not pe permitted to take more than two study center classes at a time without special permission from the superintendent under whom the teacher is working. Persons who have never taught but who wish to enter the profession may be enrolled in study center classes upon recommendation of the teacher in charge.

5. When library facilities are not adequate to meet the needs of the class, each member may be required to purchase one book in addition to the text used for general class reference.

Fees—The fees for extension class groups are $75.00 for each semester hour for college subjects, and $150.00 for each half unit of credit earned in subjects of high school level.

Under this plan, which is uniform in all the state institutions, the cost of the course to each student in the group taking the course is regulated by the number of students in the class, all students paying an equal amount. A minimum of $2.00 a college hour will be charged each student enrolled in study center classes.

ROARK COLUMNS

Curricula

EXPLANATION OF NEW NUMBERING SYSTEM

Any number of three digits with 1, 2, or 3 in the hundreds place designates college work. If this digit is 0, or is omitted, the number designates normal school work. Whenever this digit is 1 the course is of junior college level (Freshman or Sophomore). When it is 2 the work is of junior or senior college level (confined rather closely to Sophomore and Junior years). When it is 3 the course is for Juniors and Seniors.

The middle, or tens place, digit (sometimes omitted in the normal school when it would be 0 if expressed) shows the class of the work. For example, some courses concern themselves in large part or primarily with methods and materials of teaching. In these cases this digit is 6. That is to say, in Mathematics, Social Science, English or any other department a course that is in large measure devoted to methods and materials of teaching is designated by a middle digit of 6. Other classes of a given subject are designated by other digits. In Mathematics, for example, 0 as a middle digit indicates Algebra 1, Trigonometry 2, Surveying 3, Geometry, etc. In Social Science, 0 indicates American History 1, American Government 2, Economics 3, Sociology, etc.

The right-hand, or units digit, designates the course for all courses having both other digits the same. Thus Mathematics 213 and Mathematics 214 are two different courses at the junior or senior college level, the two left-hand digits being the same in both numbers. Again, Mathematics 131 and Mathematics 231 are different courses at different levels in the college because the left-hand digits differ. In the case of Mathematics 213 and Mathematics 214 the latter is the course immediately following the former in that field, shown by the fact that there can be no number intervening between 213 and 214. Had the latter number been 215 the course might not have been the one next following Mathematics 213.

When the word **Formerly** followed by a number is given in parentheses the former number is the one given in the catalog of 1925 except in the case of Social Science, in the case of the Latin in the Department of Foreign Languages, in the

case of Commercial Education, and in the case of Physical Welfare. In the case of Social Science the former number is found in the catalog of 1924; in the case of the Latin it is found in the old catalogs up to that of 1927; in the case of Commercial Education it is found in either the catalog of 1926 or of 1927, and is so designated in the parentheses; in the case of Physical Welfare it is found in the catalog of 1925, with the exception of Physical Welfare 265 which is found in the catalog of 1926, and Physical Welfare 266 which is found in the catalog of 1927. The word **New** in parentheses means that the course was not in the catalog until the numbering system now in use was adopted.

THE TIME IN THE SCHOOL YEAR WHEN COURSES ARE GIVEN

It will be observed that after the parentheses just now mentioned some digits, as 1 2 3 4, 2 3, or some other combination of the natural numbers 1, 2, 3 and 4 appear. The meaning of those figures is as follows:

1=Given in the fall semester.
2=Given in the spring semester.
3=Given in the first summer term.
4=Given in the second summer term.

Note—An occasional course is offered in a semester or term not indicated in the catalog as being offered.

NORMAL SCHOOL

ADMISSION TO THE NORMAL SCHOOL

No student will be admitted who has not completed the eighth grade of the elementary school. Evidence of the completion of the eighth grade must be shown by one of the following methods:

(a) On presentation of a county school diploma.
(b) On presentation of a teacher's certificate issued to the prospective student.
(c) On passing a satisfactory examination at the Eastern Kentucky State Normal School.

HIGH SCHOOL DIPLOMA

A high school diploma will be issued to students who finish sixteen units of standard high school work. Such work must meet the following requirements:

1. Sixteen standard high school units must be earned. The student must be in residence two semesters, or the equivalent, and earn at least four units in residence.

2. Eight basic units are required as follows: English four units, Algebra one unit, Plane Geometry one unit. American History and Civics one unit, Science one unit, preferably a laboratory science. The remaining eight units may be elected by the student with the advice and consent of the Principal of the Normal School.

3. The first fifteen units must meet college entrance requirements.

4. Not more than two units in Education may be counted toward the high school diploma. All applicants for diploma must have one unit in Education.

5. Subjects carrying less than one-half of credit will not be counted in the first fifteen units toward the high school diploma.

6. In the Commercial Curriculum, Bookkeeping and Stenography are regular college entrance subjects but Typewriting may not be counted as one of the first fifteen units of the student's curriculum to the high school diploma. It may be counted toward graduation.

7. Penmanship is required of all students in the Normal School unless they are able to write according to Ayers' writing scale, quality 65 and rate 83.

CONDITIONS OF CERTIFICATION

1. The Provisional Elementary Certificate is issued on eight high school units, four of which must be earned in a State Normal School. The other four many be earned in any other legal way.

2. The credit necessary to receive this certificate may be completed after four units have been earned in a high school, in two regular semesters, thirty-six weeks, or in one semester and the summer school, thirty weeks, provided a normal amount of work is carried.

AGRICULTURE COURSES

Agriculture 11. (Formerly 1.) Soils and Crops. A study of the common crops grown in the state, and the principles related to the maintenance of the fertility of the soil. Credit one-half unit. **For second year students.**

Agriculture 21. (Formerly 2.) Animal Husbandry. A course that deals with the study of the farm animals that are commonly found on Kentucky farms. Credit one-half unit. **For second year students.**

Agriculture 23. (Formerly 5.) Poultry. Credit one-half unit. **For fourth year students.**

Agriculture 31. (Formerly 3.) Horticulture. This course includes the study of the production of orchard and garden crops. Credit one-half unit. **For third year students.**

Agriculture 41. (Formerly 4.) Farm Management. A study of those problems that arise when the farm as a business is considered, as problems of labor, renting, marketing, and size of business. Credit one-half unit. **For third year students.**

ART COURSES

Art 61. (Formerly 1.) This course includes a study of color, direction, form, proportion, perspective and art materials. Credit one-fourth unit. **For first year students.**

Art 71. (Formerly 2.) Art Structure is the subject under consideration for this semester. This will include color theory, the principles of applied design, and the working out of original patterns for silks, tapestries, etc., from flower motifs. Credit one-fourth unit. **For first year students.**

BUSINESS COURSES

Commerce 15. Shorthand. A beginning course in Gregg Shorthand. This course covers the first ten lessons of the manual and reading in a supplementary text. Sufficient practice is given writing to assure accuracy. Credit one-half unit. **For third and fourth year students.**

Commerce 16. Shorthand. This course is a continuation of Commerce 15, and takes up the last ten lessons of the manual with reading and writing practice on matter illustrating the principles. Some emphasis is given to speed in this course; 75 words a minute is required. Credit one-half unit. **For third and fourth year students.**

Commerce 21. Bookkeeping. An elementary course in the principles of bookkeeping. A thorough study of accounting terminology and practice with laboratory set. A knowledge of arithmetic is assumed. Credit one-half unit. **For third and fourth year students.**

Commerce 22. Bookkeeping. A continuation of Commerce 21, which takes up partnership accounting. Lectures supplemented with laboratory work to give practice in making entries. Credit one-half unit. **For third and fourth year students.**

Commerce 51. (Given 1926-27 as Commerce 8.) Typewriting. This is the beginning course in touch typewriting. The keyboard is learned through daily drills and laboratory lessons outside class. Credit one-half unit. **For third and fourth year students.**

Comerce 52. Typewriting. A continuation of Commerce 51, with emphasis on speed. Credit one-half unit. **For third and fourth year students.**

EDUCATION COURSES

Education 61. (Formerly 1, still earlier method 1 and observation.) Method and Observation. The work of the semester is divided so as to give the student a knowledge of:

(1) What to teach.

(The State Course of Study.)

(2) How to teach.

Observation of the work of the critic teachers in the Training School, a study of the methods employed in good teaching, and the preparation of lesson plans are required of those taking this course.

A text book on methods of teaching is used and a demonstration of the methods studied is given by the critic teachers. Credit one-half unit. **For first year students.**

Education 21. (Formerly 4.) School Management. This course deals with the problems of school and class room organization and control. Two objectives will be kept in mind:

1. Emphasis is placed upon a study of the pupil, the relation of the teacher to the curriculum, governing, and maintaining morale.

2. A study is made of the school laws of Kentucky with special emphasis on the county school administration law, attendance law, certification of teachers, and the report of the Kentucky Survey Commission. One purpose of the course is to familiarize students with the most recent movements in public school administration. Credit one-half unit. **For second year students.**

Education 11. (Formerly 2.) Introductory Psychology 1. This is an elementary course in psychology. The first part of the semester is devoted to a consideration of how to study effectively and how to teach children how to study. The remainder of the semester is spent in a study of the learning process. The psychological justification of a number of teaching devices and processes will be studied. The purpose of the course is to bring about the most fruitful teaching by the prospective teacher when she goes out. Credit one-half unit. **For fourth year students.**

Education 63. (Formerly 5.) Observation and Participation. The student in this course observes teaching in the rural training schools, does assigned reading, makes lesson plans, helps the room teacher in various routine and special duties, coaches backward children, and does a limited amount of class teaching. Credit one-half unit. **For fourth year students.**

ENGLISH COURSES

English 01. (Formerly 1.) Grammar 1. This is a course in Sentence Structure and Sentence Analysis. The parts of speech are also studied in so far as the knowledge of them seems essential as a basis for self-criticism. Much stress is put upon correct speech and the avoidance of common errors. At the end of this course students must be able to write clear, concise sentences free from grammatical errors, and correctly punctuated. Credit one-half unit. **For first year students.**

English 02. (Formerly 2.) Composition 1. Here are emphasized the principles of paragraph structure; helps in securing sentence unity and sentence emphasis; choice of words; and the correlation of composition to community life. Throughout the course students are required to give well organized oral and written narratives and short expositions in unified, coherent, and concise sentences. The course in grammar is prerequisite to this course. Credit one-half unit. **For first year students.**

English 05. (Formerly 5.) Word Study. This is a study of words and their way in English speech. Its chief aim is to create an interest in the study of words and to show that the common words of every day speech have large and interesting associations. A few lyrics and sonnets are studied to show how the author, consciously or not, had to do with the soul of words. Credit one-half unit. **For second year students.**

English 11. (Formerly 3a.) American Literature 1. This course begins a survey of the entire field of American Literature with illustrative readings from the chief authors. Credit one-half unit. **For fourth year students.**

English 12. (Formerly 3b.) A continuation of English 11. Credit one-half unit. **For fourth year students.**

English 15. (Formerly 4a.) English Literature 1. This course begins a survey of the whole field of English Literature with illustrative readings from numerous authors. Credit one-half unit. **For third year students.**

English 16. (Formerly 4b.) English 16 is a continuation of the work outlined in English 15. Credit one-half unit. **For third year students.**

English 61. (Formerly 6.) Expression-Reading. Elementary work in simple reading, correct breathing, voice production, tone placing, enunciation, pronunciation, and posture. Grouping, thought sequence and subordination, central ideas and thought communication. Credit one-half unit. **For second year students.**

HOME ECONOMICS COURSES

Home Economics 02. (Formerly 2.) Food Study. This is a study of the fundamentals underlying food preparation. Credit one-half unit. **For third and fourth year students.**

Home Economics 03. Advanced Food Study. This is a continuation of Home Economics 02 and is an advanced study in foods and Dietetics. **For third and fourth year students.**

Home Economics 11. (Formerly 1.) Clothing. The subject matter of this course will include hand and machine sewing, the construction of undergarments and decorative stitches. Credit one-half unit. **For second and third year students.**

Home Economics 12. (Formerly 3.) Dressmaking. Simple cotton, linen and tub silk dresses are made. Credit one-half unit. **For second and third year students.**

Home Economics 21. (Given in the summer of 1927 as 4.) Household Problems. This is a general course in Home Economics. It includes home sanitation and general household activities. This course is for those who do not plan to take more than one course in Home Economics. **Open to all students.**

FOREIGN LANGUAGE COURSES

*Latin 1. First half of Beginning Latin.
*Latin 2. Second half of Beginning Latin.
*Latin 3. First half of Caesar.
*Latin 4. Second half of Caesar.

INDUSTRIAL ART COURSES

Shop Courses

Manual Training 41. (Formerly 1.) Elementary Bench Work. A course in elementary work involving problems which may be worked out in the intermediate grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Credit one-half unit. **For second and third year students.**

Manual Training 42. (Formerly 2.) Advanced Bench Work. A continuation of Manual Training 41. Credit one-half unit. **For second and third year students.**

Drawing Courses

Manual Training 91. (Formerly 2.) Mechanical Drawing 1. A beginner's course of secondary level involving the use of instruments, freehand lettering, geometrical problems, sketching, and simple orthographic projection. Credit one-half unit. **For third and fourth year students.**

Manual Training 92. (Formerly 4.) Mechanical Drawing 2. A continuation of Manual Training 91. Credit one-half unit. **For third and fourth year students.**

Manual Training 65. (Formerly Handwork 1.) This course deals with the construction work that the rural teacher should be able to do.

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*Students who do not have credit for high school Latin may register for these courses.

Processes, problems, guidance, and sources and choice of materials receive attention. Credit one-fourth unit. **Open to all students.**

MATHEMATICS COURSES

Mathematics 01. (Formerly 2.) Algebra 1. This course will include the fundamental operations; problems involving the parenthesis and substitution; simple problems in one unknown; concrete problems, developing one unknown; factoring; fractions; concrete problems, developing the fractional equation with one unknown. Credit one-half unit. **For first year students.**

Mathematics 02. (Formerly 3.) Algebra 2. This course includes abstract simultaneous equations with two or three unknowns; concrete problems, developing the simultaneous equations; graphs; involution; evolution; theory of exponents; radical surds; quadratic equations. Credit one-half unit. **For first year students.**

Mathematics 03. (Formerly 7.) Advanced High School Algebra. Credit one-half unit. **For second and third year students.**

Mathematics 31. (Formerly 4.) Geometry 1. This course will include the first half of plane geometry. Much original work will be assigned. The direct method of proof will be used. Credit one-half unit. **For third year students.**

Mathematics 32. (Formerly 5.) Geometry 2. A continuation of the subject of plane geometry. The indirect methods of proof will receive considerable attention in this course. Credit one-half unit. **For third year students.**

Mathematics 61. (Formerly 1.) Arithmetic 1. This course will include a review of the more important parts of the state adopted text for high schools. Content will be emphasized, although considerable attention will be given to methods of teaching, especially in the rural schools. Pilot Book Two, Supplementary. Credit one-half unit. **For second year students.**

Mathematics 62. (Formerly 6.) Arithmetic 2. Complete High School Text Book 3, Supplementary. Credit one-half unit. **For fourth year students.**

MUSIC COURSES

Music 011. (Formerly 1.) This course deals with a study of the theory of music; song material for use in the grades and methods of presenting this material. Credit one-fourth unit. Five recitations per week. Golden Book of Song, Self Help No. 3, Pitch Pipe. **Open to all students.**

Music 012. (Formerly 2.) The course deals with application of theory studied in (011); part singing; musical instruments by sight and sound. Credit one-fourth unit. Five recitations per week. Prerequisite 011. Gray Book of Songs, Music Writing Book, Pitch Pipe. **Open to all students.**

Music 013. This is a course in recreational singing and consists of community music; organization of community programs; records for appreciation. Credit one-fourth unit. Five recitations per week. Golden Book of Songs, Music Memory Book. Pitch Pipe. **Open to all students.**

PHYSICAL WELFARE COURSES

Physical Welfare 01. (Formerly 3.) Physiology and Hygiene. Credit one-half unit. **For third and fourth year students.**

Physical Welfare 61. (Formerly 1.) The primary aim of this course is to prepare rural school teachers to teach the subject of public health, hygiene and sanitation. Some physiology is taught in this course as a background on which to build a proper knowledge of health. Play and gymnastic as a means of producing healthier children are given proper attention. Credit one-half unit. **For second and third year students.**

Physical Welfare 62. (Formerly 2.) In this course the teacher is taught many games; also, how to supervise and direct them. Physical exercise and its relation to the health of the individual receives major emphasis. Credit one-fourth unit. **Open to all students.**

SCIENCE COURSES

Science 01. (Formerly 8.) Physics 1. First half of high school text. Credit one-half unit. **For third year students.**

Science 02. (Formerly 9.) Physics 2. Second half of high school text. Credit one-half unit. **For third year students.**

Science 11. (Formerly 6.) Chemistry 1. First half of high school text. Credit one-half unit. **For fourth year students.**

Science 12. (Formerly 7.) Chemistry 2. Second half of high school text. Credit one-half unit. **For fourth year students.**

Science 31. (Formerly 4.) Botany 1. First half of high school text. Credit one-half unit. **For third year students.**

Science 32. (Formerly 5.) Botany 2. Second half of high school text. Credit one-half unit. **For third year students.**

Science 21. Elementary Biology. Credit one-half unit. **For second and third year students.**

Science 22. Continuation of elementary biology. Credit one-half unit. **For second and third year students.**

Science 51 (Formerly 3.) General Science. This course deals with the everyday aspects of a number of the major sciences. Its purpose is to lead the student to observe, interpret, and apply the natural phenomena encountered in daily life and to enable him to use this material in teaching in the elementary school. Credit one-half unit. **For first year students.**

Science 71. (Formerly 1.) Geography 1. This course is designed primarily to provide rural school teachers with the knowledge necessary to teach the subject effectively. A study of North America, its political subdivisions, coast lines, topography, climate, resources, the development of its cities and industries, and the distribution of its inhabitants is made. Credit one-half unit. **For first year students.**

Science 73. (Formerly 2.) Geography 2. Both physical and economic geography are taught in this course. Credit one-half unit. **For second year students.**

Science 75. (Formerly 10.) Geography of Europe, Asia, and Latin-America. This course includes a regional study of the continents; a study of the leading countries; an interpretation of the geographic aspects of the World War; the new map of Europe; the geographic and national factors associated with the determination of new boundaries in Europe and European possessions. Credit one-half unit. **For second year students.**

SOCIAL SCIENCE COURSES

Social Science 1. (Formerly 2a.) American History. This course is high school American History, covering the period from the beginning of our country to about the adoption of the Constitution. Credit one-half unit. **For third year students.**

Social Science 2. (Formerly 2b.) American History. This course begins with the adoption of the Constitution and completes the study of American History of high school level. Credit one-half unit. **For fourth year students.**

Social Science 11. (Formerly 1.) Civics. This is a course in American Civics of high school level. Credit one-half unit. For **fourth year Students.**

Social Science 41. (Formerly 3.) Ancient History. This is a semester's work in the study of Ancient History. The first half of the semester will be devoted to the study of Greek History and the last half to that of Roman History. Credit one-half unit. **For first year students.**

Social Science 42. (Formerly 4.) Medieval and Modern History. The first half of this semester will consider Medieval History and the last half will be devoted to Modern History. Credit one-half unit. **For first year students.**

Social Science 43. (Formerly 6.) English History. This will be a course of high school level in the study of English History. Credit one-half unit. **For second year students.**

UNIVERSITY PORTICO

THE TEACHERS COLLEGE

ADMISSION TO TEACHERS COLLEGE

Beginning September, 1928, students must fully meet entrance requirements in order to register. In former years a student might be admitted conditionally on fourteen units. The former practice will no longer obtain. The entrance credits must be on file in the Registrar's office at the time of registration. If the credit offered is from a non-accredited school it requires validation by examination. Students offering credits from accredited schools in sufficient amount and in conformity with the list given below will be admitted without examination.

Applicants who desire to enter the Teachers College must have their credits certified by the superintendent or principal of the school in which they were secured. These certificates should be properly made out and mailed directly to the institution by the school certifying to them. This statement then becomes a part of the permanent files of the institution.

Blank forms for such certificates will be furnished by the Registrar upon application.

Examinations for students who are graduates of non-accredited high schools will be held the first week of each semester. Such students should have official statements of their high school credits sent in by their high school principals. After the entrance examinations have been passed successfully, the student will be registered.

ENTRANCE SUBJECTS

The credit offered for admission to the Teachers College must be taken from the list of subjects given below. The numbers indicate the amount that may be offered in each subject.

English	3 to 4	Domestic Science	½ to 3
Algebra	1 to 2	French	1 to 3
Plane Geometry	1	German	1 to 3
History	½ to 3½	Spanish	1 to 3
Greek	1 to 3	Chemistry	½ to 1
Latin	1 to 4	Physics	½ to 1
Civil Government	½	Physical Education	½ to 1
Botany	½ to 1	Commercial Geography	½ to 1
Solid Geometry	½	Arithmetic	½ to 1
Trigonometry	½	Bookkeeping	½ to 1
Physical Geography	½ to 1	Manual Training	½ to 1
Zoology	½ to 1	Drawing	½
Psychology or Pedagogy	½ to 1	Physiology	½ to 1
Political Economy	½	General Science	½ to 1
Agriculture, General	½ to 3	Stenography	½ to 1
		Mechanical Drawing	½ to 1

SPECIFIC REQUIREMENTS

The following units are required:

English .....3 Plain Geometry 1

Algebra 1

The ten additional units must be chosen from the above list.

ADVANCED STANDING

Any student may reduce the amount of work required to be done at Eastern by procuring credit for work done elsewhere equivalent to any course laid down in the curriculum in which he is working. This credit may be procured either by examination before the Committee on Entrance Examinations, or by official transcript from a standard institution authorized to give the credit so certified. If the student desires to take an examination to procure credit in a subject he must apply for the examination at the time of registration the first time he enters or re-enters the college after the work was done.

CURRICULUM FOR THE COLLEGE ELEMENTARY CERTIFICATE

Students who enter in a semester to earn the College Elementary Certificate should take this curriculum as it stands.

Handwriting	0
Education 102	3
English 101	3
Science 171	3
Mathematics 161, 162, or 163	4
Physical Welfare 101	3
Physical Welfare 110	½
	16½

TWO-YEAR ELEMENTARY TEACHER-TRAINING CURRICULA

Leading to the Standard Certificate

In this field, the student will be expected to elect the curriculum he desires to enter. Eastern offers five specific curricula. The student is expected to determine for what kind of position he desires to prepare. He then elects the curriculum designed to prepare him for that type of service. The following are offered:

1. For primary teachers, grades 1 to 4 inclusive.
2. For upper grade or junior high school teachers, grades 5 to 9 inclusive.
3. For principals.
4. For departmental teachers and supervisors.
5. For rural school teachers.

TWO-YEAR COLLEGE CURRICULA LEADING TO THE STANDARD CERTIFICATE*

Primary (Grades I to IV inclusive)

First Semester

Handwriting	
Education 102	3
English 101	3
English 166	1
Science 121	4
Physical Welfare 101 or 100	3
Music 162	2
Physical Welfare 110	½
	16½

Second Semester

Education 111	3
English 211	3
Industrial Arts 165	2
Science	3
Art 161	3
Social Science 161	3
Physical Welfare 111	½
	17½

Third Semester

Education 262	2
Education 114	3
Home Economics 101	3
English 212	3
Science 171	3
English 161	2
Physical Welfare 112	½
	16½

Fourth Semester

Education 263	5
Mathematics 161	4
Social Science 103	3
English 163	3
Physical Welfare 113	½
	15½

Upper Grades (Grades V to IX inclusive)

First Semester

Handwriting	
Education 102	3
English 101	3
English 166	1
Science 121	4
Physical Welfare 101	3
Music 163	2
Physical Welfare 110	½
	16½

Second Semester

Education 111	3
English 211	3
Agriculture	2 or 3
Science	3
Social Science 103	3
Art 161	3
Physical Welfare 111	½
	17½ or 18½

*Most of the courses listed here and mentioned elsewhere in the catalog when given in a summer term carry only two semester hours

Third Semester

Education 262	2
Social Science 111	3
Home Economics or Manual Training	3
English 212	3
Science 171	3
English 261	2
Physical Welfare 112	½
	16½

Fourth Semester

Education 263	5
Mathematics 163	4
English 165	3
English 163	3
Physical Welfare 113	½
	15½

RURAL

Rural (Grades I to VIII inclusive)

First Semester

Handwriting	
Education 102	3
English 101	3
English 166	1
Science 121	4
Physical Welfare 101	3
Music 161	2
Physical Welfare 110	½
	16½

Second Semester

Education 111	3
English 211	3
Agriculture	2 or 3
Science	3
Social Science 161	3
Art 161	3
Physical Welfare 111	½
	17½ or 18½

Third Semester

Education 262	2
English 212	3
Science 171	3
English 161 or 261	2
Social Science 111	3
Home Economics or Manual Training	3
Physical Welfare 112	½
	16½

Fourth Semester

Education 263	5
Mathematics 162	4
English 165	3
Agriculture 243 or Education 121	2 or 3
Physical Welfare 113	½
	14½ or 15½

OTHER TYPES OF CERTIFICATES

1. The curriculum for the preparation of departmental teachers and supervisors and for two-year principals is identical to the one for upper grade teachers except that four electives may be substituted for the four courses that can be best omitted. The Dean and the student will agree upon the courses.

The candidate for the Standard Certificate must decide at the beginning of his second semester of residence whether he is a candidate for the upper grade, rural, or primary certificate and work in the curriculum so chosen.

MINIMUM DEPARTMENTAL REQUIREMENTS FOR THE TWO-YEAR COLLEGE CURRICULA

Prescribed by the Normal Executive Council

Education	12 hours
English	9 hours
Social Science	6 hours
Natural Science	9 hours
Mathematics	3 hours
Other subjects	0 hours

COLLEGE CERTIFICATES AND DIPLOMAS

1. The College Elementary Certificate is conferred upon students who complete, in residence, sixteen and one-half hours of prescribed and elective work and procure a pass in handwriting. Mathematics 161, Mathematics 162, or Mathematics 163 is prescribed.

Under the General Certification Law of 1926 the same certificate may be issued by the State Department of Education on sixteen semester hours, no mention being made in the statute of residence. The requirement is made in the department, however, that the applicant must have as much as six semester hours of Education or methods. Students should note, therefore, that if they carry in residence less than sixteen semester hours and make up the deficiency by extension or carry sixteen semester hours, fail on a part of it and make it up by extension, in either of these cases they must have credit on six semester hours of Education.

2. The Standard Certificate is conferred upon students who are in residence a minimum of thirty-six weeks earning thirty-three hours of credit in residence and who complete sixty-six semester hours of work, as outlined in the catalog, and procure a pass in handwriting.

3. The College Certificate is conferred upon students who graduate with a degree.

CURRICULUM LEADING TO THE DEGREE AND THE COLLEGE CERTIFICATE

First Semester

Education 102	3
English 166	1
Science — Elective	3-5
Physical Welfare 101	3
Elective	4-6
Handwriting	
English Mechanics	
Physical Welfare 110	½
	16½

Second Semester

English 101	3
Social Science 102	3
Science — Elective	3-5
Elective	5-7
Physical Welfare 111	½
	16½

Third Semester

English 211	3
Social Science 103	3
Elective	10
Physical Welfare 112	½
	16½

Fourth Semester

English 212	3
Social Science 122	3
Elective	10
Physical Welfare 113	½
	16½

Fifth Semester

Education 311	3
Elective	13
	16

Sixth Semester

Education	3
English 301 (128)	3
Elective	10
	16

Seventh Semester

Education 262	2
Elective	14
	16

Eighth Semester

Education 263	5
Elective	11
	16

REQUIREMENT IN EDUCATION

Prescribed by the Normal Executive Council

Introduction to Teaching	3 hours
Observation and Method	2 hours
Supervised Student Teaching	5 hours
Introduction to Psychology	3 hours

and in addition thereto five hours selected from the following group of subjects:

Problems of Rural Schools	3 hours
Technique of Teaching	3 hours
Educational Psychology	2 hours
Tests and Measurements	2 hours
The Curriculum	2 hours
Principles of Education	3 hours

MINIMUM DEPARTMENTAL REQUIREMENTS

Prescribed by the Normal Executive Council

Education	18 hours
English	12 hours
Social Science	12 hours
Science	12 hours
Mathematics	7 hours
Total	61 hours

Resident study of thirty-six weeks is required as a minimum for a degree. A total of 130 semester hours is required.

RESIDENCE STUDY IN SENIOR YEAR

After September 1, 1928, a residence studentship of at least a semester carrying as much as twelve semester hours at a time or of three summer terms of six weeks each, carrying a minimum load of four semester hours in any one term, is required of each candidate for a degree, this studentship to come within the senior year. The requirement does not apply as to amout of work to be carried at a time in the case of the student who has on September 1, 1928, less than twelve semester hours of work to do in satisfaction of the requirement for the degree.

MAJOR AND MINOR REQUIREMENTS

Prescribed by the Normal Executive Council:

Major:	Minimum 24	First Minor:	Minimum 18
	Maximum 34	Second Minor:	Minimum 12

The college can provide a major in any of the ten **General Departments** but does not hold itself responsible for furnishing a major in any of the **Special Departments.**

The college will exercise the right of requiring that the work in major and minor fields be unified, coherent, and reasonably near to complete. In the case of majors or minors regarded as faulty the student will be required to do supplementary work even though that requirement may demand a greater amount of credit than is usually offered by the candidate for a degree.

SUGGESTIONS REGARDING MAJORS, MINORS, AND PREREQUISITES

1. The major subject should be the subject that the student is most likely to teach. The first minor should be the subject that he is next likely to teach, and the second minor should be either the third in point of likelihood or the one that provides the prerequisites.

2. When the major is selected the minors ought usually to be in closely related fields, such as:

Major	Eng.	Soc. Sci.	Agr.	Home Ec.	Chem.	Phys.
First Minor	Soc. Sci.	Eng.	Biol.	Chem.	Phys.	Math.
Second Minor	For. Lang.	For. Lang.	Chem.	Phys. Ed.	Math.	Chem.

SELECTION OF MAJOR AND MINOR SUBJECTS

Each candidate for a degree must file with the Registrar his elections of Major and Minors bearing the endorsement of the Dean. Any change in Major or Minors must likewise bear the endorsement of the Dean.

The final selection of Major and Minors must be made not later than the first semester of the junior year of college studentship and may not be changed later than one semester before graduation.

Note: The requirement as to time for original filing does not apply to persons who were past the first semester of junior year before September 1, 1927.

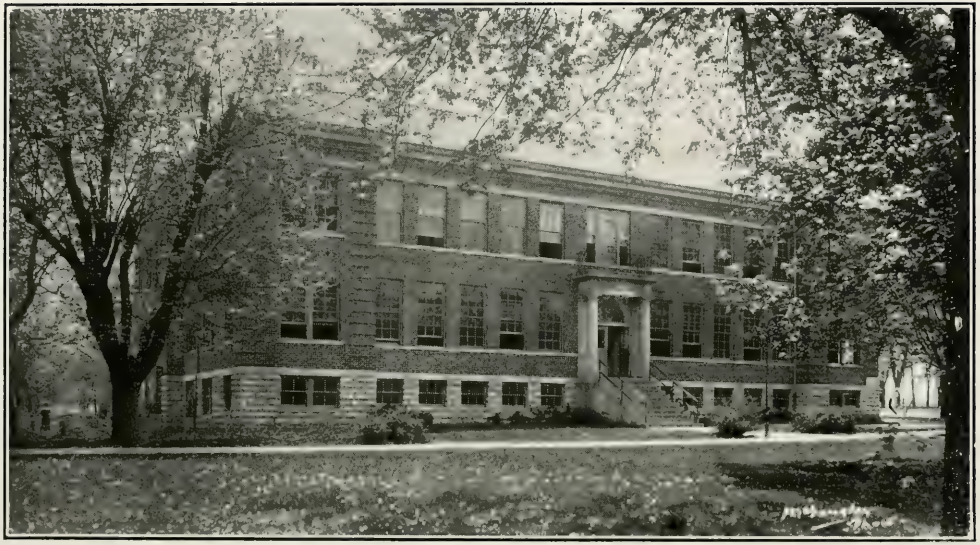
REQUIREMENTS IN ADDITION TO THE FOREGOING

1. For County Superintendent and Rural Supervisors:
   Education 251—Rural Supervision
   Education 252—County Administration
   Education 255—Office Administration
2. For Elementary School Principals:
   Agriculture 243—Rural Sociology
   Education 252—County School Administration or
   Education 223—The Principal and His School or Education 129
3. For Primary Supervisors and Critic Teachers:
   Education 114—Child Psychology
   Education 253—The Elementary School
4. For Upper Grade and High School Teachers:
   Education 304—Secondary Education
5. For Superintendent of Fourth, Fifth and Sixth class Cities:
   Education 354—City School Administration
   Education 255—Office Administration
   Education 331—History of Education
   Education 221—Tests and Measurements.

DETAILS OF COURSES

I. GENERAL DEPARTMENTS

1. Education
2. Agriculture
3. English
4. Social Science
5. Mathematics
6. Foreign Languages
7. Biology
8. Chemistry
9. Physics
10. Geography and Geology



CAMMACK BUILDING—TRAINING SCHOOL

DEPARTMENT OF EDUCATION

COLLEGE STAFF

Mr. Cooper
Mr. Cuff
Mr. Edwards
Mr. Engle
Mr. Ferrell
Mr. Mattox

Miss Schnieb

TRAINING SCHOOL STAFF

Miss Acree
Miss Hansen
Miss Lee
Miss Lingenfelser
Miss Powell
Miss Rush
Miss Story
Mrs. Tyng
Miss Wilson
Miss Wingo

RURAL TRAINING SCHOOL STAFF

Miss Carpenter
Miss Jones
Mrs. Case
Miss Champ

TEACHERS COLLEGE COURSES

Specific Requirements for a Major In Education

Among the twenty-four hours prescribed for a major in Education the following courses are included, beginning September, 1928:

Education 102
Education 111
Education 262
Education 263

Educational Guidance
Philosophy of Education
Educational Sociology

Education 102 (formerly 102.) 1, 2, 3, 4. Introduction to Teaching. This is an orienting professional course required of all beginning, first year college students. It attempts to cover in a brief and general way (1) the factors and means of economical study and the psychology of learning, (2) the more common elements in theory and practice of teaching, (3) a study of the needs for professionally trained teachers in the major fields of service in Kentucky, and (4) a survey of the personal and technical qualifications needed for teaching in these major fields. About one period a week is given to directed observation in the different grades of the Training School. The course should aid the student in deciding upon his curriculum and gives to those who drop out to teach on a provisional certificate an opportunity to learn something of present-day school-room technique. Credit three semester hours.

Education 203 (Formerly 104a.) 2. Principles of Teaching. The purpose of this course is to enable the student to see the fundamental problems, the specific needs, and the opportunities of teaching. In

view of this purpose, the course gives the following: An interpretation of a school and of teaching; the specific physical, intellectual, social and moral needs of children; the meaning of a study and the meaning and specific purposes of each of the more common studies with the selection and arrangement of adequate subject matter for each; various ways of presenting the subject matter; the meaning of promotion and adequate standards for promotion as well as the teacher's self-evaluating standards; also the need of standardized tests and their application. Credit three semester hours.

Education 303 (Formerly 111.) 1, 4. Principals of Education. The purpose of this course is (1) to enable the student to summarize and systematize the theory of education with which he is supposed to have become acquainted; (2) to discuss vital relations among the bits of theory, and (3) to evaluate current practices in the light of the foregoing. Credit two semester hours.

Education 304 (Formerly 124). 3, 4. Principles of Secondary Education. The following topics receive careful consideration: The high school as an institution of society, its objectives, its organization and activities, and its curriculum. The methodology of the study activities of secondary education receives special attention. Prerequisites: Education 102 and Education 315. Credit three semester hours.

Education 305 (Formerly 113.) 2. Educational Sociology. The purpose of this course is to investigate the several factors and laws upon which educational theory and practice must rest, and the relation of the school to the upbuilding of the other institutions of the community. This course also treats of the social forces which determine the selection of school subjects, their content, method of presentation, and social values. Credit two semester hours.

Educational Psychology

Education 111 (Formerly 101.) 1, 2, 3, 4. Psychology for Prospective Teachers in the Primary Grades. This course makes a study of human behavior and the instincts. An attempt is made to give the student a knowledge of the genetic development of the child, and the influence of heredity and environment is studied. The purpose of the course is to give the student sufficient knowledge of the child to enable her to handle small children understandingly and to afford her some knowledge of the learning process. Play, language, and drawing are the three typical activities selected for special consideration. Not prerequisite to Education 315. Credit three semester hours.

Education 111 (Formerly 101). 1, 2, 3, 4. Psychology for Prospective Teachers in the Upper Grades. The emphasis in this course will be upon the social traits of childhood and early adolescence; habit formation; and memory, association, reflective thinking, and economy in learning. Not prerequisite to Education 315. Credit three semester hours.

Education 114 (Formerly 114.) 1, 2, 3, 4. Child Psychology. This course first treats child life from the biological point of view. Then a study is made of human behavior and the instincts. Play, language, and drawing as typified in making and using toys, are the three typical activities selected for special consideration. The influence of heredity and environment is studied. An attempt is made to give the student a knowledge of the genetic development of child life. Prerequisites: Science 109 or a biology course in the high school. Credit three semester hours.

Education 212 (Formerly 106.) 1, 2, 3, 4. Psychology of Elementary School Subjects. (a) A review of the nature of behavior and the general laws of learning. (b) A classification of elementary school subjects on the basis of objectives, stated in terms of the mental processes involved. (c) An analysis of the mental processes involved in the language and number arts. (d) A survey, with special assigned topics according to the individual interests of the students, of the other subjects in the elementary school. (e) A sketch of the methods of measuring processes and results in the various studies. (f) A sketch of appropriate materials and methods, based on the mental processes of the various studies. Credit two semester hours.

Education 311 (Formerly 126.) 1, 3. Intermediate Educational Psychology. A course for beginners in psychology with rather more preliminary training than is expected in Education 111. The chief topics covered in the course are: (1) The nature of behavior, its analogies with consciousness, and the physical mechanism of both. (2) The important contributions of biology to psychology. (3) The inherited mental equipment of man; the laws of learning, illustrated by laboratory experiments; the chief types of conscious state, and their interrelations; the development of thought processes; and the organization of the self. Prerequisite: Science 109 or an acceptable equivalent. Not to be taken if Education 111 or Education 114 has been taken. Credit three semester hours. Not to be counted toward a degree if Education 111 has been taken.

Education 313 (Formerly 125.) 2, 4. Psychology of the High School Subjects. This course acquaints the student with some of the psychological processes involved in studying the various high school subjects. It also acquaints the student with the various proposals for reorganization of the courses based upon discussions in recent educational writings. Supervised study, educational and vocational guidance. Prerequisite: Education 111 or 311. Credit two semester hours.

Education 314 (Formerly Education 127 and Foreign Language 363.) 1. See Latin 111. Senior college.

Education 315 (Formerly 123.) 2, 3. Advanced Educational Psychology. This course presents those problems in psychology which are of special significance in the learning process and in the work of education. The following topics are discussed: The psychology of learning;

practice; efficiency of work; fatigue; distribution of time; transfer of training; the effect of age on learning; effect of individual capacity on learning; changes in the nervous system with practice; and the place of method, organization, selection, diagnosis and the working with concepts. Applications are made to problems of teaching. Prerequisite: Education 311 or Education 111. Credit three semester hours.

School Management
School Classification
Measurement

Education 121 (Formerly 109.) 1, 2, 3, 4. School and Community Management. This course will include work in school and class management, school organization, course of study, objective tests, attendance, school morale, the recitation, community support of the school, the means of popular appeal by the school, the health law and health officials, the rights and privileges of the school, et cetera. Credit two semester hours.

Education 221 (Formerly 107.) 2, 3, 4. Tests and Measurements. This course involves a study of achievement tests and scales and their application in the measuring of the work of the school as well as a diagnosis of conditions discovered by measurement. Credit two semester hours.

Education 223 (Formerly 119.) 1, 2. The Elementary Principal and His School. The nature of the work of the principal, the organization and administration of the school, the supervision of instruction and extra-school activities are the subjects of this course, not to carry credit after 1926-1927 if 224 is taken. Credit three semester hours.

Education 224 (Formerly 129.) 3. The Consolidated School Principal. Not to carry credit after 1926-1927 if 223 is taken.

History of Education

Education 331 (Formerly 110.) 1, 3, 4. History of Education. This course comprises a complete survey of the history of education, beginning with eastern nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development of educational theories. Middles Ages are treated in a cursory way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated still more fully. Emphasis is placed on a study of Herbert Spencer among European educators and Horace Mann and his significance in American education. A brief study of the history of education and organization as exemplified by the Kentucky system is made. Credit two semester hours.

Curriculum

Education 341 (Formerly 118.) 1, 3. The Elementary School Curriculum. The purpose of this course is to show the necessity for evolving a curriculum based upon the actual needs, interests and activ-

ities of children. The students of this course are held responsible for a knowledge of the best literature on curriculum making. Credit three semester hours.

Supervision
Administration
Finance

Education 251 (Formerly 112.) 1, 3. Rural School Supervision. This course has reference primarily to the work of supervising teachers. A study is made of the failures and possibilities of the rural school. The organization of the school, the preparation of a constructive program, and the relation of the school to the community are included in this course. A careful study is made of the function of the supervisor and how he can best serve the teachers of his county. A study is made of the use of the circular letter, bulletins, class demonstrations, constructive criticism, class-room visitation, personal interviews, et cetera, as a means of improving the teaching. Prerequisite: A total of at least forty-eight semester hours of credit. Credit three semester hours.

Education 252 (Formerly 117.) 2, 4. County School Administration. The relation existing between the state and the county in the administration of the schools is studied first. The duties of the County Board of Education and of the work of the County Superintendent are carefully considered. The making of a budget, records and financial reports, school buildings—their location and equipment—consolidation of schools, examination and certification of teachers, supervision of teaching, the county high school and the training of teachers for the rural schools are subjects dealt with in this course. Prerequisite: A total of at least forty-eight semester hours of credit. Credit three semester hours.

Education 253 (Given in the summer of 1927.) This is a course designed to meet the needs of superintendents who are in service. A large number of superintendents are interested in developing county school programs and find it desirable and necessary to make surveys of schools and school conditions in the county. Definite data must be had before correct conclusions can be drawn. This course will help county superintendents and supervisors to know the steps necessary in making a survey. Some of the following topics are dealt with:

1. Selecting objectives of county program.
2. Selection and organization of survey staff.
3. Collecting and assembling information.
4. The preparation of information forms.
5. Survey of:
   a. School plant.
   b. Sanitary survey.
   c. Attendance surveys.
   d. Finance survey.
   e. Economic and social surveys.
   f. Educational survey.

6. Interpretation of data.
7. Using the results of survey in county program.

Credit three semester hours.

Education 255 (Formerly 122.) 1, 2. Office Administration. A study of the proper equipment, necessary records and the filing of records and reports is made. The making of a budget, the proper recording of the minutes and orders of the boards, the distribution of funds, the bookkeeping of the County Superintendent and his duties as secretary of the board are problems for consideration in this course. Credit two semester hours.

Education 353 (Formerly 120.) 4. The Elementary School. Its organization, subject matter and methods of instruction. This course is for those planning to become supervisors and critic teachers. A study of the important aims and principles of elementary instruction and of the application of these to the selection of subject matter and materials will be pursued. Students in this course are required to do some work in observation in the Training School and to take groups of children and teach them for the purpose of demonstration, illustrating certain principles and types of teaching. A consideration of the problems and principles of supervision is a part of the work of the course. Credit five semester hours.

Education 354 (Formerly 121.) 1, 3, 4. City School Administration. In this course a study is made of the School Board, the Superintendent and his relation to the Board, supervision of the schools, business administration, buildings and their equipment, school publicity, records and reports, progress of children through the schools including retardation, acceleration and elimination. Credit three semester hours.

Methods
Devices
Physical Materials

Education 262 (Formerly 105.) 1, 2, 3, 4. Observation and Method. (For Primary Teachers.) This course precedes Supervised Student Teaching and is required of students specializing in primary education. It is the aim of the course to give the student experience in the evaluation of teaching, in organization of materials of instruction suitable for primary children, in lesson planning, in the coordination of school work with life activities, and a liberal interpretation of different methods and techniques of teaching. A syllabus, supplemented by directed observation in the primary grades, furnishes a guide to the student's reading and discussion. Prerequisite to Education 263 (Primary). Credit two semester hours.

Education 262 (Formerly 105.) 1, 2, 3, 4. Observation and Method. (For Upper Grade Teachers.) This course differs from the preceding one in that it deals especially with upper grade teaching, grades V to IX. Prerequisite to Education 263 (Upper). Credit two semester hours.

Education 262 (Formerly 105.) 1, 2, 3, 4. Observation and Method. (For Rural Teachers.) This course differs from the two preceding ones in that its content covers all elementary grades, and a part of the directed observation is done in the rural training schools. Prerequisite to Education 263 (Rural). Credit two semester hours.

Education 263 (Formerly 108.) 1, 2, 3. Supervised Student Teaching. (Primary Grades.) It is the purpose of this work to develop by practice the skill and techniques essential to successful class-room procedure, and to acquaint the student with present-day processes and devices of instruction.

At first the student teacher observes activities of the class room, studies the children and the materials of instruction used. Under the critic's supervision activities are planned, and help is given in the performance of routine. Actual class teaching begins with small groups of children, but near the end of the term the student teacher is expected to take charge of the entire room for the whole day. All student teachers meet the critic daily for a one-hour conference period. Prerequisite: Education 262 (Primary). Credit five semester hours.

Education 263 (Formerly 108.) 1, 2, 3. Supervised Student Teaching. (Upper Grades.) This work differs from that described for primary teachers in that it is all done in grades V to IX in the Training School. Students specializing in upper grade teaching are scheduled for this work. Prerequisite: Education 262 (Upper). Credit five semester hours.

Education 263 (Formerly 108.) 1, 2, 3. Supervised Student Teaching. (Rural Schools.) This work differs from that described in the two preceding subjects in that all, or at least one-half, of the work is required in the rural training schools. It is intended for those college students preparing in rural education. Prerequisite: Education 262 (Rural). Credit five semester hours.

Education 361 (Formerly 131 and Science 100.) 3. Teaching of General Science. Same as Biology 261.

Education 362 (Formerly 133 and Science 104c.) 3, 4, Same as Chemistry 361.

ROARK BUILDING IN WINTER

DEPARTMENT OF AGRICULTURE

TEACHERS COLLEGE COURSES

Mr. Cox Mr. Carter Mr. Gumbert

SPECIFIC REQUIREMENTS FOR A MAJOR IN AGRICULTURE

Among the twenty-four hours prescribed for a major in Agriculture the following courses are included, beginning September, 1928:

Agriculture 111 or Agriculture 131
Agriculture 121
Agriculture 123 or Agriculture 126
Agriculture 241
Agriculture 347

Agronomy

Agriculture 111 (Formerly 103.) 2. Crops. The principal cereal and forage crops of the state, crop improvement, storage and marketing, crop rotations, grain judging, and testing of seeds. Credit three semester hours.

Agriculture 315 (Formerly 104.) 2. Soils. A study of the properties and management of soils, plant foods, crop requirements, and fertilizers. Prerequisite: Inorganic Chemistry. Credit three semester hours.

Animal Husbandry

Agriculture 121 (Formerly 109.) 2, 3. Feeds and Feeding. A study of the principal feeds and methods and practice of feeding farm animals. Credit three semester hours.

Agriculture 123 (Formerly 102.) 1, 3, 4. Farm Dairying. Testing of dairy products for components and adulteration, farm butter making, cream separation, and the handling of milk on the farm. Credit three semester hours.

Agriculture 126 (Formerly 111.) 2. Farm Poultry. Poultry house construction, feeding of poultry for egg and meat production, culling of chickens, incubation, and grading and marketing of poultry products. Credit three semester hours.

Agriculture 224 (Formerly 113.) 2. Milk Production. A study of dairy cattle, judging and selection, milk secretion, breeding, feeding and management, calf raising, and dairy barns, and equipment. Credit three semester hours.

Agriculture 228 (Formerly 110.) 1. Swine and Pork Production. Selection of breed and individuals, care and housing of swine, feeding for economical pork production, and disposal of breeding and fattened animals. Credit three semester hours.

Horticulture

Agriculture 131 (Formerly 105.) 2. General Horticulture. Fruit and vegetable production with emphasis on practical work in pruning, spraying, and management of gardens. Credit three semester hours.

Farm Economics and Social Problems

Agriculture 241 (Formerly 107.) 2, 3, 4. Agricultural Economics. The agricultural industry as related to other industries, land tenure, credit, farm insurance, marketing, the tariff as related to Agriculture, demand and supply, agricultural prices, and farmers' organizations. Credit three semester hours.

Agriculture 243 (Formerly 108.) 1, 3. Rural Sociology. This course deals primarily with the conditions and influences which shape rural life and affect the welfare of rural people. Credit three semester hours.

Agriculture 245 (New.) 1. Farm Records. This course deals with the principles and practices involved in the keeping of farm records. Credit three semester hours.

Agriculture 347 (Formerly 106.) 2. Farm Management. A study of the representative types of farming, size and balance of the farm business, labor efficiency, the farm layout, and rental systems. Credit three semester hours.

Farm Engineering

Agriculture 251 (Formerly 114.) 1. Farm Engineering. A course involving a study of farm machines, their operation and care; farm structure; use of concrete on the farm, and the principles of drainage. Credit three semester hours.

Teaching of Agriculture

Agriculture 161 (New.) Survey Course in Agriculture. The course will include a survey study of the types of farming in the various sections of Kentucky. The prospective teacher is expected to secure such knowledge as will be of distinct use to him in the selection of those courses in Agriculture which will be of particular value in the teaching of agriculture.

Agriculture 163 (Formerly Agriculture 100.) 2. A course primarily intended for those students who expect to teach Agriculture in the Seventh and Eighth Grades. Credit three semester hours.

Agriculture 365 (Formerly 120.) 2. The Teaching of High School Agriculture. Credit three semester hours.

DEPARTMENT OF ENGLISH

TEACHERS COLLEGE COURSES

Mr. Clark — Miss Zellhoefer
Miss Neely — Miss Buchanan
Miss Roberts — Mr. Keene
Miss Foster

SPECIFIC REQUIREMENTS FOR A MAJOR IN ENGLISH

Among the twenty-four hours prescribed for a major in English the following courses are included, beginning September, 1928:

English 101 — English 212
English 166 — English 301
English 211 — English 365

and electives well distributed throughout the field.

English 101 (Formerly 101.) 1, 2, 3, 4. Oral and Written Composition. An attempt is made to help the student select material for themes, to think clearly, to express his thoughts clearly, and to judge what others have written. Required of all freshmen and a prerequisite to all other courses in English. Credit three semester hours.

English 301 (Formerly 109.) 2, 3. Advanced Composition. Required for the degree of A. B. in Education. Credit three semester hours.

English 302 (Formerly 120.) 1, 4. Argumentation. Principles of argumentation, analysis, evidence, argument, proof, refutation, and fallacies. Brief drawing. Platform technique. Reports on lectures, political speeches, etc. Prerequisites: Required courses in junior college English. Credit three semester hours.

English 211 (Formerly 103a.) 1, 2, 3. English Literature. A survey of the periods and leading forms of English literature to the time of Burns. Credit three semester hours.

English 212 (Formerly 103b.) 1, 3, 4. A continuation of English 211. Credit three semester hours.

English 213 (New.) 2. American Literature. A survey of the whole field of American literature with emphasis upon the more recent works. Credit three semester hours.

English 215 (Formerly 106.) 1. Nineteenth Century Prose. The leading American and English essayists are studied with special attention to their social ideals. Credit three semester hours.

English 216 (Formerly 108.) 2. The Short Story. Special attention is given to the American short story. Credit two semester hours.

English 311 (Formerly 107.) 2, 4. The Drama. Shakespeare and his England. English majors. Credit three semester hours.

English 312 (This course was given in extension 1926-27 as English 107b.) Shakespeare's Tragedies. This course is no longer given.

English 312 (Formerly 107a.) 1. Contemporary Drama. Credit three semester hours.

English 313 (Formerly 110.) 1. World Literature. A study of representative works of classical, medieval, and modern European literature in translation. Credit three semester hours.

English 314 (Formerly 113.) 3, 4. The Novel. Special attention is given to the leading American writers of fiction. Credit three semester hours.

English 321 (New.) 4. Romantic School of Poets. Special attention is given to Wordsworth and his contemporaries. Credit three semester hours.

English 322 (Formerly 105 in part and 125 in part.) 1, 3. Victorian Poets. Tennyson, Browning, Arnold, and the Pre-Raphaelite group. A study of their verse and their ideals. Not to carry full credit for students who have had 105 or 125. Credit three semester hours.

English 323 (Formerly 126.) 2. Milton. An intensive study of his major and minor poems. Credit two semester hours.

English 324 (Formerly 130.) 4. Medieval Story. The various types of medieval story are studied: the folk epic, the beast tale, romances, the fabliau legends, and ballads. Many of these will be found illustrated in the poetry of Chaucer. Credit two semester hours.

English 131 (Formerly 116.) 1, 3. Public Speaking. Expression 102.) An elementary course for those who have little or no experience in platform speaking. Parliamentary procedure, declamations, occasional, extempore, and impromptu speeches. Voice building and elementary work in gesture. Credit three semester hours.

English 335 (Formerly 118.) 1. Dramatic Reading. (Expression 104.) Advanced course in interpretation and impersonation. Drill work in gesture and pantomine; vocal drill for resonance, flexibility, and range. Criteria formed for preparing contestants in inter-scholastic contests and platform recitals, and in judging contests. Prerequisites: English 131 or equivalent. Credit three semester hours.

English 161 (Formerly 102.) 1, 2, 3, 4. Literature for Primary Grades. This is a study of rhymes and poems, folk tales, nature and animal stories, and realistic stories suitable for the primary grades. Credit two semester hours.

English 163 (Formerly 115.) 1, 2, 3, 4. (Expression 101.) Drill work in breathing, tone production, tone placing, enunciation, pronunciation, corrective drill work for posture. Study of selected literature for accurate, fluent, animated reading. Credit three semester hours.

English 164 (Same as 163 given 1926-27 and 1927-28.) 1, 3. Reading in the Elementary School. A survey of principles and materials, intended for teachers, supervisors, and principals of elementary schools, planned to include these topics: Objectives of reading in school; reading in the primary and the intermediate grades; individual differences; measuring reading instruction; reading aloud; materials of instruction. Credit two semester hours.

English 166 (Formerly 111.) 1, 2, 3, 4. Library Methods. This course includes accessioning, bibliography, classification, cataloging, and the use of reference books and magazine indexes. Credit one semester hour.

English 261 (Formerly 112.) 1, 3. Myth, Legend and Folk Lore. This course is a study of the backgrounds and peoples of story groups such as: 1. Hiawatha (Indian Life). 2. The Odyssey (Greek Life). 3. Sigurd the Volsung (Norse Myth and Norse Life). 4. Arthurian Cycle. 5. Don Quixote. 6. Robin Hood. Credit two semester hours.

English 263 (Formerly 117.) 2, 3. Play Coaching. Essentials for students interested in amateur theatricals and for coaching of plays. Stage technique, dramatic interpretation, pantomine, costuming, make-up, scenery, lighting, choosing, directing, and rehearsing plays. Credit three semester hours.

English 264 (Formerly 119.) 2. Story Telling. A study of various types of stories—fables, folk-tales, myths, short stories—for oral presentation. Choice of material suited to various grades. Study of principles of story telling. Intensive practice in actual telling of stories. Prerequisites: English 101 and English 161. Credit three semester hours.

English 365 (Formerly 114.) 2, 3. The Teaching of Literature in the high school. Reading and evaluation of literary material for the high school. English majors. Credit three semester hours.

English 366 (New.) 3. Library Science. Includes school library administration, bibliography, study of reference books, selection and evaluation of books for school libraries, classification and cataloging, library record. Open only to students majoring in English or Social Science. Credit three semester hours.

English 367 (New.) 4. Library Science. Continuation of English 366, including carefully supervised practice work in library, with many practical problems to be worked out by the student. Prerequisite: English 366. Credit three semester hours.

DEPARTMENT OF SOCIAL SCIENCE

TEACHERS COLLEGE COURSES

Mr. Keith — Mr. Moore.
Mr. Dorris — Miss McKinney
Miss Pollitt

SPECIFIC REQUIREMENTS FOR A MAJOR IN SOCIAL SCIENCE

Among the twenty-four hours prescribed for a major in Social Science the following courses are included, beginning September, 1928:

Social Science 102	Social Science 111
Social Science 103	Social Science 301
Social Science 141	Social Science 122

Social Science 142

Social Science 102 (Given 1925-26 as 102a.) 1, 2, 3. American History. This course will involve the study of American history from the beginning to the time of Andrew Jackson. Credit three semester hours.

Social Science 103 (Formerly 102.) 1, 2, 3, 4. American History. This course continues the study of American history from Jackson to about 1900. It is required of all students preparing to teach in the upper grades or in high school. Credit three semester hours.

Social Science 201 (Formerly 109.) 1. American Immigration. This course will make a thorough study of the history of immigration into America with some of the problems arising out of it. Credit three semester hours.

Social Science 301 (Formerly 104.) American History. This is a course in very recent American history, covering the period from about 1890 to the present. Credit two semester hours.

Social Science 302 (Formerly 105.) American Ideals. An attempt is made to bring out those ideals and aspirations that are peculiarly American. American contributions to civilization and progress are studied. Credit three semester hours.

Social Science 305 (New, 1927.) 1. History of the American West, 1763 to 1890. This course emphasizes the westward expansion of the United States and the social, economic, and political problems resulting therefrom. Credit two semester hours.

Social Science 306 (Given by extension second semester 1927-28 and the first summer term 1928 before it was cataloged.) 1. History of the American South. This course will trace southern history from the earliest beginnings to the Civil War, in its social, economic and political bearings. Credit three semester hours.

Social Science 307 (New.) 2. History of the American South from the Civil War to the present. Credit three semester hours.

Social Science 111 (Formerly 107.) 1, 2, 3, 4. American Government. This is an introductory course in Political Science. It is required of all students who are preparing to teach in the upper grades. Credit three semester hours.

Social Science 311 (New 1927-28.) Problems of American Government. This course should have as a prerequisite Social Science 111. It will take for granted a knowledge of American government and will study the main problems with which government has to deal. Credit three semester hours.

Social Science 121 (Formerly 121.) 1. Economics. This course is a study of medieval and modern commerce and industry, with an analysis of the economic causes of the relative advancement or backwardness of modern European nations. Credit three semester hours.

Social Science 122 (Formerly 119.) 1, 2, 3. Principles of Economics. This is a course designed to acquaint the student with the principles of economic theory. Particular stress is laid upon the processes of production, distribution, and consumption, and some attempt is made to teach the student to evaluate and analyze current economic thinking. Credit three semester hours.

Social Science 221 (Formerly Science 110.) 1, 2, 3. Economic Geography. A survey is made of the natural resources of the geographic grand divisions and of the industry and commerce of the leading nations. This is followed by a consideration of the fundamental problems of production and distribution. Some attempt is made to show how geographic influences have affected and are likely to affect man's political and economic progress. Credit three semester hours.

Social Science 222 (Formerly 120.) 2, 3. Practical Economic Problems. This course is designed to follow Social Science 122. It deals in some detail with the subjects of money and banking, labor problems, the trusts, railroads, taxation, socialism and social insurance. Credit three semester hours.

Social Science 321 (Formerly 122.) 1, 4. American Economic History. The history of American commerce, industry, transportation, banking, labor problems, business organization, monetary problems and agriculture. An analysis is made of the economic causes and results of the various American wars. Credit three semester hours.

Social Science 322 (New 1927-28.) 2, 4. Public School Finance. The theory and practice of taxation as applied to the problems of financing the ever more expensive school system is the work of this course. Some attention is paid to general tax theory, but most of the time is spent on practical financial problems of the local school district and the financial relationship between the local district and the state. Credit two semester hours.

Social Science 231 (Formerly 111.) 4. Sociology. This is a course in introductory sociology. Credit three semester hours.

Social Science 141 (Formerly 103a.) 1. Medieval History. It is the purpose of this course to give a comprehensive grasp of the fundamental facts of the medieval period, and, fitting in with ancient history and modern history, to give a notion of the continuity of history. Credit three semester hours.

Social Science 142 (Formerly 103b.) 2. Modern History. This course will begin about 1500 and study the social, economic and political history of modern Europe to 1815. Credit three semester hours.

Social Science 241 (Formerly 118). 2. Ancient History. This is a course in the general history of ancient times, or a special period of ancient history to be agreed upon by the teacher and the students, with the consent of the Dean and the Head of the Social Science Department. Credit three semester hours.

Social Science 242 (Formerly 112.) 1. History of England. This is a course covering the study of English history in its relation to European political history up to 1603. Credit three semester hours.

Social Science 243 (Formerly 106.) 4. This course will consider recent European history and events leading up to the World War, together with the problems of reconstruction after the war. Credit three semester hours.

Social Science 244 (New.) 2, 4. Legacy of Greece. (See Foreign Language 112.)

Social Science 245 (New.) 1, 3. Legacy of Rome. (See Foreign Language 113.)

Social Science 341 (Formerly 113.) 2. English History. This is a special course centering about the Puritan Revolution and the Stuart reign. It not only stresses the development of British institutions, but it also affords a background for early American history. Credit two semester hours.

Social Science 342 (New 1927-28.) 2. This course will consider English history from the end of the Stuart period to the present. Credit three semester hours.

Social Science 343 (Formerly 114.) English and American History. This course will attempt to trace the very close relation between English and American history in the development of their institutions. Credit two semester hours.

Social Science 344 (Formerly 115.) 1. European History. This is a special course in European history, covering the period 1715 to 1815. Its main theme will be the French Revolution. Credit three semester hours.

Social Science 345 (Formerly 116.) European History. The substance of this course will be the history of modern Europe since 1815. Credit three semester hours.

Social Science 346 (New 1927-28.) Latin-American History. This course will busy itself with the economic (industrial, agricultural) and

political development of Latin-American states. Credit two semester hours.

Social Science 351 (Formerly 108.) 1. Foreign Government. This course will study the governments of some of the leading nations, attempting to compare them with each other and with our own, and to form notions of the best elements in government. It will require Social Science 111 as a prerequisite. Credit three semester hours.

Social Science 352 (Given 1925-26 as 108b.) 2. Foreign Government. This is a sequence course to 351, but will not require 351 as a prerequisite. It will study other foreign governments not studied in 351. Credit three semester hours.

Social Science 161 (Formerly 101.) 1, 2, 3, 4. American History for Teachers of Primary Grades. This course is centered about stories of achievement and biography of American history. It links together history and heroes. Patriotic exercises, festival days, and holidays are considered. Methods and materials suitable for teaching the first five grades are dealt with. Required of all students intending to teach in the primary grades. Credit three semester hours.

DEPARTMENT OF MATHEMATICS

TEACHERS COLLEGE COURSES

Mr. Caldwell — Mr. Jones
Mr. Park — Miss Beall

To be selected.

Algebra

Mathematics 107 (Formerly 107a.) 1, 2, 4. College Algebra. In addition to advanced work on the topics usually included in the work in high school, this course will include advanced topics in quadratic equations, ratio and proportion, variation, inequalities and the progressions. Prerequisite: one unit of high school algebra. Credit three semester hours.

Mathematics 207 (Formerly 107b.) 2, 3, 4. College Algebra. This course will include mathematical induction, binomial theorem, theory of equations, permutations and combinations, probability, determinants and partial fractions. Prerequisite: Mathematics 107. Credit two semester hours.

Mathematics 307 (New.) Theory of Equations. Prerequisite: Mathematics 207 and 213. Credit three semester hours.

Trigonometry

Mathematics 213 (Formerly 103.) 1, 2, 4. Trigonometry. This course includes the solution of the right and oblique triangles, proof of the various formulas and identities related to the triangle, logarithms and interpolations, the functions in the unit circle, and the development of the formulas for the sum and difference of two angles, twice the given angle and half the given angle. Prerequisite: Plane geometry and one unit of high school algebra. Credit three semester hours.

Mathematics 214 (Formerly 105.) 2, 3. 4. Trigonometry. This course is a continuation of plane trigonometry and a brief study of spherical trigonometry. Prerequisite: Mathematics 107 and 213. It would be best that the student also have had Mathematics 131. Credit two semester hours.

Astronomy

Mathematics 221 (New.) General Astronomy. Prerequisite: Mathematics 214. Credit three semester hours.

Geometry

Mathematics 131 (Formerly 104.) 1, 3. Solid. Prerequisite: Plane geometry. Credit three semester hours.

Mathematics 231. Descriptive. Same as Industrial Arts 231. Credit two semester hours.

Mathematics 232 (Formerly 108 and 109.) 1. Analytic. A course including the straight line, circle, parabola, ellipse, hyperbola, polar coordinates, transformation of coordinates, conics, and a short course in

solid analytic geometry. Prerequisite: Mathematics 107 and 213. Credit five semester hours.

Statistics and Graphs

Mathematics 241 (Formerly 121.) 2, 3. Use of Statistics and Graphs. The meaning of the more common statistical measures and the process of arriving at them. The principles involved in giving information by graphs. Practical application is made of each subject treated. Credit two semester hours.

Calculus

Mathematics 351 (Formerly 110.) 2. Differential. Prerequisite: Mathematics 232. Credit five semester hours.

Mathematics 352 (Formerly 111.) 3. Integral. Prerequisite: Mathematics 351. Credit three semester hours.

Materials and Methods Courses

Mathematics 161 (Formerly 102.) 1, 2, 3, 4. Arithmetic for Primary Grades. This course includes training in the teaching of grades one to four. During the term, the best methods of teaching all the topics belonging to these grades will be presented. Drills will be given in every recitation, leading to accuracy and rapidity in the fundamental processes. Training will be given also in solving the different types of problems found in grades five to eight. Not to receive credit if the student already has more than two hours of credit in Mathematics 162 or 163. Credit four semester hours.

Mathematics 162 (New.) 1, 2, 3. Arithmetic for the Teacher in the One Room Rural School. This course will include problem solving and model lesson assignments in all grades. It will emphasize training in method best adapted to the rural teacher. Drills will be given daily leading to accuracy and rapidity in the fundamental processes. Not to receive credit if the student already has more than two hours of credit on Mathematics 161 or 163. Credit four semester hours.

Mathematics 163 (Formerly 101.) 1, 2, 3, 4. Arithmetic for Upper Grades. All the various types of problems included in grades five to eight will be considered. This course will include a study of the best models for the solution of all types of problems as well as the best methods for presenting the different topics. It will include also a study of model lesson assignments. Drills will be given leading to accuracy and rapidity in the fundamental processes. Not to receive credit after August 31, 1927, if the student already has more than two hours of credit in Mathematics 161 or 162. Credit four semester hours.

Mathematics 267 (Formerly 112.) 2, 4. Teaching of High School Mathematics. Prerequisite: Ten hours of college mathematics. Students may be allowed to enter this course with a less number of hours by consent of dean and head of department. Credit four semester hours.

DEPARTMENT OF FOREIGN LANGUAGES

TEACHERS COLLEGE COURSES

Miss Pollitt Miss Roberts Mrs. Murbach

The Latin courses of the Department of Foreign Languages are organized to meet the needs of three classes of students:

(1) Those who present three or more units of high school Latin for entrance, or the equivalent thereof, and who select Latin as their major subject while in college, expecting to teach it after graduation. The courses recommended, and in most instances required, for this group are Foreign Language 104, 105, 108, 201, 202, 311, 361, 113.

(2) Teachers who wish courses in methods of teaching Latin in high schools. The texts that have been put out since the report of the Classical Investigation and the newest methods of approach will be studied. With the consent of the head of the department, certain students who have had no Latin will be admitted to the first of these courses provided the maturity and ability of the applicant enable him to do rapid and satisfactory work. Such courses are Foreign Language 121, 122, 123.

(3) Those who, irrespective of their previous study of the classical languages and literature, desire for general and cultural purposes to become acquainted with the civilizations of Greece and Rome. The courses recommended for this group are Foreign Language 112, 113, 114.

Foreign Language 104 (Formerly 104.) 2. Latin Historians. Livy is the principal author studied in this course; Books I, XXI, and a part of XXII are read. Selections from other Latin historians are read, both in the original and in translation. The course is expected to develop the power of rapid reading for informational purposes, and to gain first-hand acquaintance with the source books of Roman history. Prerequisite: three units of high school Latin, or the equivalent thereof. Credit three semester hours.

Foreign Language 105 (New.) 4. Cicero's Letters and Essays. In this course selected letters of Cicero are read; also the essays De Amicitia and De Senectute. Especial emphasis is laid upon the literary quality of these works and upon the wealth of personal and private information to be gained about the Rome of this period from Cicero's writings. Prerequisite: three units of high school Latin or the equivalent thereof. Credit three semester hours.

Foreign Language 108. 1, 3. Selections from Horace. Horace is the principal author studied with supplementary assignments from other poets of the Augustan Age. Attention is given to the metrical arrangement and the adaptation of Greek metres to Latin verse. The course is expected to present a comprehensive view of this most brilliant period of Latin literature. Prerequisite: Three units of high school Latin or the equivalent thereof. Credit three semester hours.

Foreign Language 201 (Formerly 127.) 2. Silver Latin Prose. Selections from the letters of Pliny the Younger, the Germania and

Agricola of Tacitus, the Institutes of Quintilian, and other prose writers of the later Empire are read in this course. Prerequisites: Foreign Language 104, 105, and 108, or the equivalents thereof. Credit three semester hours.

Foreign Language 202 (Formerly 128.) 1. Juvenal and Martial. Selected satires of Juvenal and epigrams of Martial are read. Especial attention is given to the social life and etiquette of contemporary Rome. Prerequisites: Foreign Language 104, 105, and 108, or the equivalents thereof. Credit three semester hours.

Foreign Language 203 (New.) Latin Literature of the Early Empire. This course is offered on demand and consists of selected readings, either in prose or in poetry, from various writers of the Early Empire. The selections are so chosen as to form a connected and contemporaneous discussion of the following subjects: politics, education, literature, philosophy, social types, town and country life. Prerequisites: Foreign Language 201 or 202. Credit three semester hours.

Foreign Language 112 (New.) 2, 4. Legacy of Greece. The purpose of this course is to acquaint the student with the more important contributions that ancient Greece made to our modern civilization. The course consists of lectures and assigned readings. The lectures will in general be grouped into the following divisions: Greek Literature, Greek Art and Architecture, Greek Philosophy, and Greek Politics. By special arrangement, credit will be given to this course in the Social Science department. Credit two semester hours.

Foreign Language 113 (New.) 3. Legacy of Rome. This course is similar in purpose and design to Foreign Language 112, and attempts to show the Roman contribution, as the former course does the Greek. The lectures will in general be on the following subjects: Latin Literature, Roman Art and Architecture, Roman Law, and Roman Institutions. Credit may be given to this course in the Social Science Department. Credit two semester hours.

Foreign Language 114 (Formerly 101.) 1. Latin-English Word Formation. Prefaced by a sketch of the history of language development in western Europe, this course traces the methods of compounding and deriving words, and the more common aspects of change in form and meaning. Prerequisite: Two units of high school Latin. With the consent of the head of the department of English, credit will be given to this course in the English Department. Credit three semester hours.

Foreign Language 311 (New.) 2. Survey of Latin Literature. This course is given in English, and is open to senior college students of other departments whose background admits of participation in such a course. It is, as the name indicates, a literary and historical survey of Latin literature from its earliest representatives to the late Latin of the Middle Ages. Credit three semester hours.

Foreign Language 121 (New.) 3. The especial features of this course are a rapid review of the Latin grammar and the fundamentals

of Latin translation. The work represents the equivalent of one year's work in high school Latin and is recommended for teachers of Latin who wish to become acquainted with the newer text books and methods which have been introduced since the Classical Survey. Mature students who have some immediate purpose in beginning in college the study of Latin, such as pre-medical students or other pre-professional students, will be admitted. Not to be offered for college credit if already used for entrance except by indorsement of the Dean at the time of registration. Credit three semester hours.

Foreign Language 122 (New.) 4. Caesar. The object of this course is identical with that of Foreign Language 121. Most of the four books of Caesar's Gallic War will be read with rapid review work on construction and form, together with daily sight reading. Study is made of textbooks in second year Latin published since the Classical Survey. Not to be offered for college credit if used already for entrance except by indorsement of the Dean at the time of registration. Credit three semester hours.

Foreign Language 123 (New.) 2. This course is offered on demand; Vergil or Cicero is studied according to the needs of the students requesting the course. Not to be offered for college credit if used already for entrance except by indorsement of the Dean at the time of registration. Credit three semester hours.

French

Foreign Language 151 (Formerly French 101.) 1, 2, 3. Elementary French. A beginning course in French. Not open to students who have had high school French. Credit three semester hours.

Foreign Language 152 (Formerly French 102.) 1, 2, 4. Elementary French. A continuation of Foreign Language 151. Prerequisites: Foreign Language 151 or one unit of high school French. This course is primarily for junior college students, but senior college students may be admitted on approval of the Dean and the head of the department. Credit three semester hours.

Foreign Language 251 (Formerly French 103.) 1, 2, 3. Intermediate French. Review of grammar; special study of idioms and verbs; readings from representative French authors. Prerequisites: Foreign Language 151 or two units of high school French. Credit three semester hours.

Foreign Language 252 (Formerly 104.) 2, 4. A continuation of Foreign Language 251. Credit three semester hours.

Foreign Language 253 (New.) 1, 3. French Novel and Drama. Literature of the nineteenth century. Prerequisites: Foreign Language 251 or equivalent. Credit three semester hours.

Foreign Language 255 (New.) 2, 4. French Novel and Drama. A continuation of Foreign Language 253. Some attention is paid to modern French authors. Collateral reading with reports in French. Prerequisites: Foreign Language 253 or equivalent. Credit three semester hours.

Methods and Materials

Foreign Language 361 (Formerly 109.) 1. The Teaching of Latin. A study of the psychological and pedagogical aspects of high school Latin, especially in the light of recent investigations of the teaching of Latin as recommended in the Classical Survey. Required of all candidates who expect special recommendation as teachers of Latin. Prerequisites: Four units of high school Latin or its equivalent, and six semester hours of college Latin. Credit three semester hours.

DEPARTMENT OF BIOLOGY

TEACHERS COLLEGE COURSES

Mr. Rumbold
Mr. Carter
Mr. M. J. Cox
Mr. Farris

Biology

Biology 121 (Formerly 109.) 1, 2, 3, 4. Biology. This is an introductory course in General Biology, involving a study of typical forms of animal and plant life. The study of a lower vertebrate will be included with special emphasis on the structure of the nervous system. Genetics and Mendel's Law of Inheritance will also be made a part of this course. Two lectures and two double laboratory periods per week will be required. Credit four semester hours.

Biology 325 (New.) 2, 3. Genetics. Prerequisite Science 121 or Science 231. This is an introductory course to the problems of plant and animal improvement. Considerable library reading will be assigned. Three lectures per week required. Credit three semester hours.

Botany

Biology 231 (Formerly 105.) 3. Botany. This is an introductory course in botany. Morphology, reproduction, ecology, and classification of the flowering plants will be among the topics studied. Some field work will be done. Two lectures and two double laboratory periods per week will be required. Credit four semester hours.

Biology 232 (Formerly 106.) 4. Botany. Prerequisite Science 231. This course will be devoted to a study of the non-flowering plants, such as ferns, mosses, lichens, liverworts, algae, etc. Two lectures and two double laboratory periods per week will be required. Some field work will be included. Credit four semester hours.

Biology 233 (New.) 3, 4. Plant Diseases. Prerequisite Science 121 or Science 231. Some of the more common plant diseases will be studied with a view to determining the causative agent and method of control. One lecture and two double laboratory periods per week will be required. Credit three semester hours.

Zoology

Biology 241 (Formerly 107a.) Zoology. A study of the invertebrates. Typical specimens from the various phyla will be chosen for laboratory work. Two lectures and two double laboratory periods per week will be required. Credit four semester hours.

Biology 242 (Formerly 107b.) 2, 3. Zoology. Prerequisite: Science 241 or Science 121. This course is devoted to the study of vertebrates. One mammal will be included in the laboratory study. Two lectures and two double laboratory periods per week will be required. Credit four semester hours.

Biology 243 (New.) 3, 4. Economic Entomology. Prerequisite: Science 121 or equivalent. This course deals principally with the insects that are destructive to farm crops. Control measures will be made a part of the course. Two lectures and two double laboratory periods per week will be required. Credit four semester hours.

Biology 244 (New.) 2. Parasitic Zoology. Prerequisite: Science 121 or 241. This course is a study of the parasites that infest man and domestic animals. Two lectures and two double laboratory periods. Credit four semester hours.

Methods and Materials

Biology 161 (New.) 2, 3, 4. Nature Study. This course is designed especially for primary and rural school teachers. Native plants and animals will be chosen as illustrative material. Emphasis will be placed on the organization of material and its use in the elementary curriculum. The history of the Nature Study Movement and its development will be given consideration. Some field work will be required. Three lectures per week in addition to field work will be required. Credit three semester hours. (Students who have credit on old 108a or 108b may not take this course for credit.)

Biology 261. (Formerly 100. Same as Education 361.) The teaching of General Science in Secondary Schools. A course designed for prospective teachers of General Science in the junior and senior high schools. Students must possess a general acquaintance with the content of the physical and biological sciences before they may enter the class The course will be organized around the following topics: (1) history and development of General Science; (2) the making of inexpensive apparatus; (3) the sources and selection of materials for teaching General Science; (4) the lecture-demonstration as a teaching tool. This course is for the student who plans to teach science in the junior high schools of Ketnucky. Two lectures, two hours laboratory a week. Credit three semester hours.

Physiology

Biology 181. (Formerly Advanced Physiology 1.) 2. Human Physiology. Prerequisite Science 121. An introductory and elementary course, covering the main facts and important recent advances in human physiology, foods, nutrition, and personal hygiene, and the laws of health. Specially recommended for elementary school teachers. Three lectures and one double laboratory period per week will be required. The laboratory work will consist of demonstrations and individual work. Credit four semester hours.

DEPARTMENT OF CHEMISTRY

TEACHERS COLLEGE COURSES

Mr. M. J. Cox

INTRODUCTORY STATEMENT

The applications of chemistry are of such general importance to our daily life that everyone should have some knowledge of the laws of chemical reaction in the natural realm.

The courses in chemistry are arranged with reference to the needs of the students preparing for science teaching in high schools, medicine, agriculture, home economics, industrial work, engineering and graduate work in chemistry. In the lectures, as well as in the recitations, the professional viewpoint is emphasized and each semester a project in the professionalization of subject matter is worked out by one of the chemistry classes in co-operation with the general science class of the training school.

WHAT CONSTITUTES A MAJOR IN CHEMISTRY

Students planning to major in Chemistry are required to meet at least the undergraduate minimum requirements of the leading graduate schools of the country; namely, twenty-four semester hours, which must be distributed as follows:

General and Inorganic Chemistry	9 hours
Organic Chemistry	9 hours
Analytical Chemistry	6 hours

CHEMISTRY AND OTHER MAJORS

In cases in which Physics, Biology, or Home Economics is selected as the major, with Chemistry as a minor, the following courses are suggested:

Majors:	Physics	Biology	Home Economics
Minors:	Chemistry 211	Chemistry 211	Chemistry 211
	Chemistry 212	Chemistry 214	Chemistry 212
	Chemistry 213	Chemistry 215	Chemistry 214
	Chemistry 315	Chemistry 313	Chemistry 313

EQUIPMENT

The general and advanced laboratories were recently equipped with individual desks and lockers, sinks, hoods with a central exhaust system, water, gas, direct and alternating current, and centralized vacuum and pressure systems for filtration and blast lamps.

Chemistry 211. (Formerly 103.) 1, 2, 3, 4, General Chemistry. This course embraces a careful study of the most commonly known elements and their compounds. Equal emphasis is placed upon a study of gas laws, nomenclature, and theories of Chemistry. Everyday applications

of Chemistry are especially emphasized. Two lectures, one recitation and four hours laboratory a week. Credit five semester hours.

Chemistry 212. (Formerly 104M.) 2, 4. Inorganic Chemistry. A study of the chemical laws, metals, metallurgical processes and continued drills in nomenclature and reactions. Non-metallic radicals are studied as an introduction to qualitative analysis. Two lectures, one recitation, and four hours laboratory a week. Prerequisite: Science 211. Credit five semester hours.

Chemistry 213. (New.) 1, 2. Qualitative Analysis. The lectures deal with the theoretical aspects of the subject with reference to the laws of equilibrium, precipitation and solution. The laboratory work includes a study of the reactions, precipitation, and detections of the cations and anions. Two lectures and six hours laboratory work a week. Prerequisite: Science 211. Credit five semester hours.

Chemistry 214. (New.) On request. Chemistry of Food and Nutrition. A study of glucids, lipids, proteids, vitamines, water, and mineral elements with regard to dietary lists. A course that deals with nutrition and diet in health and disease. Especially arranged for Home Economics majors. Two lectures and six hours laboratory a week. Prerequisite: Science 211 and 212. Credit five semester hours.

Chemistry 215. (104b of catalog of 1926 and 214 of catalog of 1927.) 1, 2, 3. Organic Chemistry. A study of the aliphatic compounds of carbon. Three lectures and four hours laboratory a week. Prerequisite: Science 211. Credit five semester hours.

Chemistry 216. (104d of catalog of 1926 and 311 of catalog of 1927.) 2, 3, and on request. Quantitative Analysis. The lectures deal with the care and use of the analytical balances, weighing, filtration, washing, ignition and computation. The laboratory work consists of gravimetric, volumetric, colorimetric, and electrolytic processes of analysis. Two lectures and six laboratory hours a week. Credit five semester hours.

Chemistry 311. (New.) On request. Advanced Quantitative Analysis A continuation of Science 216, including the analysis of ores and alloys One lecture and four hours laboratory a week. Credit three semester hours.

Chemistry 312. (New.) On request. Advanced Organic Chemistry. A study of the cyclic hydrocarbons, commonly known as the Chemistry of the Aromatic Series. Three lectures and four hours laboratory a week Prerequisite: Science 215. Credit five semester hours.

Chemistry 313. (New.) On request. Physiological Chemistry. A study of the chemistry of digestion, metabolism, nutrition, vitamines, and avitaminoses and blood analysis. Three lectures and four hours laboratory a week. Credit five semester hours.

Chemistry 314. (New.) On request. Agricultural Chemistry. A study of the chemistry of plants and animals and their products. The laboratory work is given to the analysis of soils, fertilizers, and feeds

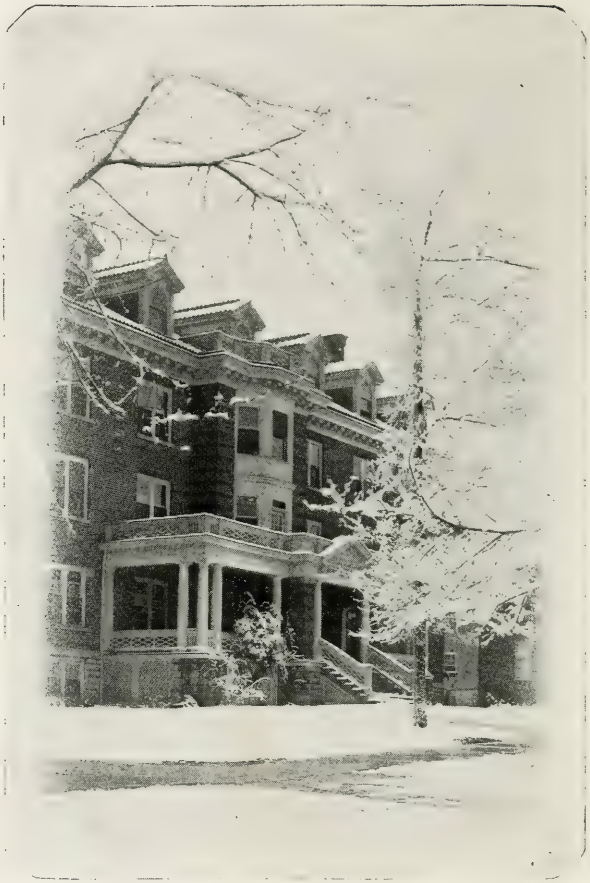
This course is planned for majors in Agriculture. Three lectures and four hours laboratory a week. Credit five semester hours.

Chemistry 315. (New.) 2. Physical Chemistry. A study of microcosmic chemistry and the theory of physical solutions. Two lectures and six hours laboratory a week. Credit five semester hours.

Chemistry 316. (New.) 1. Textile Chemistry. A study of the structure, fiber content, and adulterations of fabrics. Especial attention is given to dyeing and its effects. Three lectures and four hours laboratory a week. Credit five semester hours.

Science Education

Chemistry 361. (Formerly 104c. The same as Education 362.) Chemical Education. General chemistry from the standpoint of the teacher. Methods for presenting different topics, discussion of text books, fitting up of laboratories, buying of apparatus and supplies, lecture experiments, details of laboratory manipulation and routine; reports on recent books and periodicals. Three lectures per week. Credit three semester hours.



SULLIVAN HALL—WOMEN'S DORMITORY

DEPARTMENT OF PHYSICS

TEACHERS COLLEGE COURSES

Mr. Park Mr. Albers

Science 201. (Formerly 101) 1, 2, 4. Physics 1. A general course, treating mechanics, heat, and sound; given primarily for those who desire a knowledge of physical phenomena and applications to daily life. Three lectures per week and two double laboratory periods. Credit five semester hours.

Science 202. (Formerly 102.) 2, 3. Physics 2. A general course, treating light, magnetism, electricity, and radio. The more general laws of magnetism and electricity are developed; practical equations derived and discussed in class. Three lectures per week and two double laboratory periods. Credit five semester hours.

Science 301. (New.) 1, 2. Advanced Physics. A course covering mechanics, molecular physics and heat and the solution of many related problems. Three lectures and two double laboratory periods per week. Prerequisites: Mathematics 107, Science 201 and Science 202. Credit five semester hours.

Science 302. (New.) 2, 3. Advanced Physics. A course covering magnetism, electricity, sound and light. Three lecture and two double laboratory periods per week. Prerequisite: Science 301. Credit five semester hours.

DEPARTMENT OF GEOGRAPHY AND GEOLOGY

TEACHERS COLLEGE COURSES

Mr. Kennamer Miss McKinney

Science 171. (Formerly 113.) Geography of the United States and North America. This is a course for Freshmen. It is a review of Geography as taught in the eighth grade, and, also, stresses methods in teaching Geography in the seventh and eight grades. Credit three semester hours.

Science 377. (Formerly 112.) Conservation of Natural Resources. This course will involve a study of the natural resources of the United States and the world; history of the exploitation of soils, forests, mineral resources, etc.; present movement to conserve natural resources, reclamation of arid and swamp lands; reduction of erosion; conservation of minerals and forests; present use and future possibilities of water power and inland navigation. Credit three semester hours.

II. SPECIAL DEPARTMENTS

1. Art
2. Home Economics
3. Industrial Arts
4. Music
5. Physical Welfare
6. Commercial Education

DEPARTMENT OF ART

TEACHERS COLLEGE COURSES

Miss Gibson

Art 251. (Given in summer of 1927 as 117.) 1, 2. Advanced Freehand Drawing. Credit two semester hours.

Art 252. (Formerly 104.) 2, 4. Drawing and Painting. Prerequisite: Art 161. Credit three semester hours.

Art 161. (Formerly Art 101.) 1, 2, 3, 4. Public School Art. The fundamental principles of drawing and design. The course also includes lettering, poster making, and color theory. Credit three semester hours.

Art 372. (Formerly 106.) 1, 4. Applied Art. The purpose of this course is to have the student apply his knowledge of design or to put to practical use the theory and technique of the previous design courses. Color plates are made of each problem, then applied to such objects as parchment shades, wooden book ends, silk scarfs, etc. The course also includes the building, coiling, firing and glazing of clay bodies. Aside from making pieces by hand the students are taught to use the potter's wheel. Credit three semester hours.

Art 291. (Formerly 107.) 1, 2, 3. Art Appreciation. The purpose of this course is, primarily, to acquaint the pupil with the masterpieces of painting. Credit three semester hours.

DEPARTMENT OF HOME ECONOMICS

TEACHERS COLLEGE COURSES

Miss Dix Miss Burrier

To meet the minimum requirement for the Standard Certificate girls majoring in Home Economics must complete twelve hours of Home Economics and ten hours of Chemistry. These ten hours of Chemistry are to be in Science 211 and Science 212. Students majoring in Home Economics do not take Agriculture, Nature Study or Geography.

Students intending to take a degree in Home Economics must complete a minimum of twenty-four hours of Home Economics and fifteen hours of Chemistry distributed between Science 211, Science 212, and Science 213. It is advised that Science 201 and Science 121 be taken as electives.

Home Economics 101. (Formerly 101.) 1, 2, 3, 4. Food Study and Cookery. This course deals with the methods of preparing and cooking the types of food most commonly used in the home, and the teaching of various classes of food principles. A little work on meals will be included. Class meets for two double periods and one single period every week during the semester and a double period daily during the summer school. Fee $6.00. Required of all students majoring in Home Economics. Credit three semester hours.

Home Economics 102. (Formerly 107.) 1, 3. Marketing, Meal Planning and Serving. The aim of this course is to apply a knowledge of fundamental processes of cookery to the preparation of meals for the home. Special attention is given to table setting, serving, and table etiquette. Class meets double periods twice a week during the semester and double periods daily during the summer school. Prerequisite: Home Economics 101. Fee $6.00. Required of all students majoring in Home Economics. Credit two semester hours.

Home Economics 201. (Formerly 110.) 3. Dietetics. This course includes calculating the requirements of the individual in the light of the nutritive properties of the various classes of food stuffs. Typical diets are prepared. Special diets for the sick are included. Class meets one double period and one single period per week during the semester and double periods daily during the summer school. Prerequisites: Home Economics 101, 102, Science 211 and 213. Credit three semester hours.

Home Economics 111. (Formerly 102.) 1, 2, 3, 4. Elementary Clothing. The fundamental processes of clothing construction are taught in this course, through the construction of undergarments. Emphasis is laid on design, materials and some study of textiles. Care and repair of clothing are studied to some extent. Girls furnish their own materials to make garments. Class meets double periods three times a week during the semester and double periods daily during the summer school. Fee $2.00. Required of all students majoring in Home Economics. Credit three semester hours.

Home Economics 112. (Formerly 103.) 1, 2, 3, 4. Dressmaking. Cotton, wool and silk materials are used in the making of dresses. Emphasis is laid on selection and design. Commercial patterns, alterations and remodeling are studied. Meets two double periods twice a week during the semester and double periods daily during the summer school. Prerequisites: Home Economics 111 or its equivalent. Girls furnish their own materials. Fee $2.00. Required of all students majoring in Home Economics. Credit two semester hours.

Home Economics 211. (Formerly 104.) 1, 3. Textiles. A study of standard textiles from the standpoint of growth, preparation and the relative values of clothing and house furnishing materials. Fibers are identified by means of the microscope and chemicals. Laundering and dyeing are considered. The class meets two double periods twice a week during the semester and double periods daily during the summer school. Credit two semester hours.

Home Economics 212. (Formerly 108.) 1. Millinery. The construction of frames, covering of frames, trimmings, and the renovation of hat materials. Prerequisites: Home Economics 111 or its equivalent. Class meets two double periods a week during the semester. Students furnish their own materials to make hats. Fee $2.00. Credit two semester hours.

Home Economics 315. (Formerly 109.) Costume Design. (Not offered in 1928-29.) The study of historic costume, the effect of lines and color on the figure, designing, draping and cutting. Prerequisites: Home Economics 111, Home Economics 112 and Art 161. Credit two semester hours.

Home Economics 221. (Formerly 105a.) 1. Sanitation. A study of the plumbing, ventilation, and lighting of a house, household pests and their control; also the special care of house furnishings. Meets a single period three times a week. Required of all students majoring in Home Economics. Credit two semester hours, unless Industrial Arts 121 is taken for full credit; in that case, one hour.

Home Economics 222. (Formerly 105b.) 2, 4. Interior Decoration. Study of house plans, the organization and equipment of houses. Period furniture is studied to some extent. Also the refinishing of furniture. Meets two double periods a week during the semester and double periods four days a week during the summer school. Prerequisite: Art 161. Credit three semester hours, unless Industrial Arts 237 is taken for full credit, then two hours in the semester or one in a summer term.

Home Economics 223. (Formerly 121.) 2. Home and Social Problems for Boys. This course deals with nutrition, meal planning and home cookery, camp cookery, standards of social conduct, home relationships, choice and care of clothing, first aid and home care of the sick. Credit two semester hours.

Home Economics 321. (Formerly 106.) House Management. (Not offered in 1928-29.) A study of the sequence of house duties and general household problems, the purchasing of household supplies, budgeting. Prerequisites: Home Economics 101, 102, 221, 222, and 111. Credit two semester hours.

Home Economics 231. (Formerly 112.) Home Nursing. (Not offered in 1928-29.) Girls are taught how to care for emergencies and administer first aid. Also home care of the sick including such practical things as taking pulse, respiration, bathing of patients, etc. Prerequisites: Home Economics 221 and Physical Welfare 100 or 101. Credit two semester hours.

Home Economics 331. (Formerly 111.) 3. Child Care. A general study of the home-care and training of the child from birth to the school age. Special attention is given to infant nutrition. Meets double periods one day and a single period another day in the week. Prerequisite: Home Economics 101, 102, 111. Credit two semester hours.

Home Economics 361. (Formerly 113.) 2. Home Economics Education Methods and Observation. Special emphasis is laid on organization of courses, equipment of laboratories and the use of illustrative materials for teaching. Prerequisites: Home Economics 101, 102, 111, 112, and enough other credits in Home Economics to make a total of twelve hours. Credit two semester hours.

DEPARTMENT OF INDUSTRIAL ARTS

Mr. Deniston Mrs. Hume Mr. Higgins

TEACHERS COLLEGE COURSES

Shop Courses

Manual Training 201. (Formerly 109.) By appointment. Projects in Industrial Arts. This course is for teachers wishing to make a special study of some phase of the work or to make projects of an original design. The nature of the work will be decided upon by student and instructor. Prerequisites: To be decided by the instructor. Credit one or two semester hours.

Manual Training 121. (New.) 1, 3. Home Mechanics. A general study is made of the various repair jobs about the home. Job sheets will be worked out covering the different problems studied. No prerequisite. Credit two semester hours, unless Home Economics 221 is taken for full credit. In that case one semester hour.

Manual Training 231. (New.) 1, 2. Descriptive Geometry. (Same as Mathematics 231.) The course deals with the determination of points and lines in space, lines of intersection of solids and the development of surfaces and patterns. Attention is also given to the theory of orthographic and oblique projections. Prerequisite: Plane and Solid Geometry. Credit two semester hours.

Manual Training 233. (Formerly 111.) 2. Industrial Arts Design. The fundamental principles of constructive, decorative and pictorial art are studied. The problems given involve the practical application of these principles to the various articles made in other shop courses. Actual class-room work is done in designing and rendering with pencil, pen and ink, and color. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 237. (Formerly 113.) 3, 4. Home Planning and Decoration. The course deals with the construction of the house, making convenient plans, location on the lot, landscaping and the principles of interior decoration. Some treatment of furnishings and arragements are considered. Prerequisite: Freehand Drawing or Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 141. (Formerly 104.) 1, 2, 3, 4. Elementary Cabinet Making. The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive

instruction on details of construction, glueing, scraping, sanding, finishing, upholstering, and costs of materials. Credit three semester hours.

Manual Training 242. (Formerly 105.) 2, 4. Advanced Cabinet Making and Mill Work. This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery and in methods of preventing accidents in operation. Work is required in the upkeep and care of tools and machinery. The practical work consists of: Making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber, finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisites: Elementary Cabinet Making, and Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 244. (Formerly 106a.) By appointment. Elementary Wood Turning. This course deals with various methods in turning in hard and soft wood: it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used. Speed for different types of stock, the various materials used in turning and turning as a trade, are also included. Prerequisites: Elementary Mechanical Drawing and Elementary Cabinet Making. Credit two semester hours.

Manual Training 245. (Formerly 106b.) By appointment. Advanced Wood Turning. A continuation of the elementary course in which the student designs his own projects. The different types of lathes, logical arrangement in shop, management and the teaching of wood turning will receive special attention. Prerequisite: Elementary Wood Turning. Credit two semester hours.

Manual Training 249. (New.) 1. Wood Finishing and Decoration. The work offered in this course covers the making of a series of panels showing the method and value of the different types of finishes. In addition, students are given practical work in painting, interior finishing and the refinishing of furniture. Lectures will be given upon the different materials used. Prerequisite: Four hours of shop-work. Credit two semester hours.

Professional Courses

Manual Training 161. (Formerly 110.) 1. Method in Manual Training. This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school system, equipment, planning of courses, arrangement of shops, and methods of teaching will be given the student. Prerequisite: Six hours' credit in Manual Training. Credit one semester hour.

Industrial Arts 165. (Formerly Handwork 101.) 1, 2, 3, 4. Subjects covered in this course are paper and cardboard construction with some

weaving and basketry, presented in such a way as to be of special value to teachers and supervisors of the lower grades. Information is given about equipment and supplies for this work.

A large variety of different kinds of problems is worked out, using the different kinds of common media. Suggestions are given for other problems. Some time is devoted to discussion and consideration of methods of teaching. Students are shown how the work can be correlated with subjects taught in the grades. Credit two semester hours.

Industrial Arts 166. (New.) 1, 4. A course for Camp-Fire Girls, camp leaders, Girls' Reserve, Y. W. C. A. directors. This course includes: 1. Gesso Modeling. 2. Bateek work. 3. Wax work. 4. Basketry; and others. This course for Camp-Fire Girls is not only to teach in advanced grades if necessary but to meet the many calls of students filling these positions during the vacation months. Credit two semester hours.

Manual Training 361. (New.) 1. History and Organization of Industrial Arts. A review of the development of educational handwork in Europe and the influence of this work on the manual and industrial arts movements in the United States. Organization of industrial arts is discussed as to purposes, arrangement of courses, equipment, plans of school shops, and methods of presentation and supervision. Prerequisite: General Psychology and six hours of Industrial Arts. Credit two semester hours.

Manual Training 364. (Formerly 114.) 3. Vocational Education. A study will be made of the development and growth of the industrial movement in the United States, including the various types of schools, such as trade, continuation, part time, prevocational and vocational, and also trade and school surveys, state and federal legislation and regulation. Prerequisite: Open only to advanced students who present evidence of ability and fitness for supervisory work, or who have pursued two years' work in College. Credit two semester hours.

Manual Training 366. (New.) 2. Teaching and supervision of Industrial Arts. The problem of teaching from the standpoint of the industrial arts teacher forms the basis of this course. Organization of subject matter and methods of presentation are emphasized. Shop and class management are also discussed. Types of lessons, lesson plans, demonstration and systems of grading are taken up in this course. Prerequisite: Same as Manual Training 364. Credit two semester hours.

Manual Training 281. (New.) 2, 3. Auto Mechanics. The students make a study of the automobile and tractor with special emphasis on lubrication, ignition, carburization, adjustments, driving, care and upkeep. Prerequisite: Elementary Mechanical Drawing and two hours of shopwork. Credit two semester hours.

Drawing Courses

Manual Training 191. (Formerly 101.) 1, 2, 3, 4. Elementary Mechanical Drawing. This course is for students who have never studied

mechanical drawing. A time limit is set upon each drawing suitable for the average student. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, projection, inking, tracing and blue printing. Freehand sketches of problems are given to the student to make working drawings. Credit three semester hours.

Manual Training 292. (Formerly 102.) 1, 3. Elementary Machine Drawing. A study is made of the principal forms of bolts, screw threads, nuts and conventions. The student secures his problems from perspectives with dimensions and tabular data and from sketches made from actual machine parts. Detail drawings in sections, assembly drawing from details and detail from assembly drawing will constitute the main body of the course. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 294. (Formerly 103.) 2, 4. Elementary Architectural Drawing. A thorough study is made of conventions and symbols, methods of representation and drawing of various details. Particular attention is given to freehand architectural lettering and sketching. A set of plans for a small simple building is drawn by the class. Modern drafting methods are used. Prerequisite: Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 299. (New.) 1, 2, 3, 4. Lettering. The work begins with thin line singlestroke letters followed by various alphabets of the wide line, filled in and ornamental types. Initial letters and monograms are designed. The lettering of school posters and signs receives special attention. No prerequisite. Credit one semester hour.

DEPARTMENT OF MUSIC

TEACHERS COLLEGE COURSES

Mr. Stewart Miss Telford Miss Campbell

SPECIFIC REQUIREMENTS FOR A MAJOR IN MUSIC

Among the twenty-four hours prescribed for a major in Music the following courses are included, beginning September, 1928:

Music 161	Music 131
Music 162	Music 137
Music 163	Music 235
Music 261	
Music 271	
Music 276	

Music 000. (New.) 1, 2. Prerequisite to Music 161, 162 and 163. Fundamentals of music for beginners, keys, scales, pitch names, use of clefs, notes, rests, Italian syllables, sight singing of unison songs. No credit.

Conducting

Music 131. (Formerly 105.) 2, 3. Two, three and four part singing, vocalises, class instruction in voice culture, chorus and choir conducting. This class is designed for students interested in glee club, trio and quartet singing; arrangements for male, female and mixed choruses are studied. Prerequisite: Music 000 or equivalent. Credit two semester hours.

Music 137. (New.) 1, 2. Theory of music for students of orchestral instruments, instrumental technique. This class is designed for prospective members of orchestras and bands. Credit three semester hours.

Music 235. (Formerly 106.) 2, 3. Conducting the orchestra and band; class instruction in intruments of the orchestra and band. Prerequisite: Music 137. Credit two semester hours.

Methods and Materials

Music 161. (Formerly 101.) 1, 2, 3. Song material and methods of teaching music in grades one to eight inclusive. Sight singing, use of piano keyboard, scale formation, records for music appreciation. Prerequisite: Music 000 or its equivalent. Credit two semester hours.

Music 162. (Formerly 101a.) 1, 2, 3, 4. Song material and methods of teaching music in primary grades, singing games, pantomine songs, action songs, rhythm band, the monotone and conservational singer. Prerequisite: Music 000 or equivalent. Credit two semester hours.

Music 163. (Formerly 101b.) 1, 2, 3, 4. Song material and methods of teaching music in the intermediate and upper grades, junior high school. Instruments of the orchestra by sight and sound, use of rounds, sight singing, two and three part songs, records for music appreciation. Prerequisite: Music 000 or equivalent. Credit two semester hours.

NOTE: Students who have not completed Music 000 must satisfy the head of the department of their ability to do the work of the classes 161, 162, or 163, before being admitted to them. Previous training procured elsewhere if of a similar character to 000 will be considered as equivalent.

Music 261. (Formerly 104.) 2, 3. For Supervisors of Public School Music. Observation and some practice teaching. Prerequisite: Music 161, 162, or 163, or equivalent. Credit two semester hours.

History, Development and Appreciation

Music 271. (Formerly 110.) 3, 4. Music Appreciation. Folk song, art song, opera, oratorio, chamber music, piano music, symphony; records illustrating these types are used. Three recitations per week. Credit three semester hours.

Music 276. (Formerly 111.) 3, 4. Musical Instruments. Primitive and oriental instruments of percussion, the organ, the piano, the harpsichord, clavishord, violin family, wind instruments. Credit two semester hours.

Piano

Miss Telford is employed by the College to give private lessons on the piano. For terms see page 45.

DEPARTMENT OF PHYSICAL WELFARE

TEACHERS COLLEGE COURSES

Mr. Carter — Miss Hood
Mr. McDonough — Dr. Farris
Mr. Hembree

Physical Welfare 100. (Formerly 100.) 2, 3. Personal Hygiene for Women. This course presents personal hygiene for the improvement of living. It considers the meaning of health in terms of life values, the biologic approach to the study of health, the place of intelligent control in modern civilization, unscientific and irrational health proposals, improvement of health and the prevention of disease. Three lectures per week will be required. Credit three semester hours.

Physical Welfare 101. (Formerly 101.) 1, 2, 3, 4. Sanitary Science. This course includes a general survey of the fundamental principles of sanitary science and disease prevention, and their application to water supply, milk and general food supply, disposal of sewage and garbage, air supply, the problem of housing, health protection of the worker, and the spread and control of communicable diseases. Some attention will be given to the problem of rural hygiene. The social and economic aspects of health problems will receive due consideration. The functions of the State Board of Health and of the United States Public Health Service will be discussed. Required of all freshmen. Three lectures per week. Credit three semester hours.

Physical Welfare 301. (Formerly 103.) 2, 4. Physiology of Exercise. A brief course in physiology of exercise. The laboratory work will consist of demonstrations and individual work. The physiology of the muscles, nerves, circulation, and respiration will be made a part of this course. Emphasis will be placed on the effect of exercise upon the individual. One lecture and one double laboratory period per week. Credit two semester hours.

Physical Welfare 303. (Formerly Science 118.) 1, 2. Advanced Sanitary Science. Prerequisite Science 121 and Physical Welfare 101. This is an introductory course in bacteriology. The more common microorganisms and their effect upon the health welfare of the individual will be made the major study. Some problems of public hygiene will be included. Methods of securing a safe supply of milk of low bacterial count will be carefully studied. The protection and preservation of food in the home will be included. Home Economics students will find this course profitable. May be counted in satisfying the natural science requirements for a degree. Three lectures per week and two double laboratory periods per week will be required. Credit five semester hours.

Physical Welfare 304. (New.) 2. Bacteriology of Water and Sewage. Prerequisite: Physical Welfare 303. Two lectures and two

double laboratory periods per week will be required. Credit four semester hours.

Physical Welfare 110. (New.) 1, 2, 3. Recreational Activity. Required of all freshmen in their first semester. Time requirement two hours a week. Credit one-half semester hour.

Physical Welfare 111. (New.) 2, 3, 4. Recreational Activity. A continuation of Physical Welfare 110. Required of all freshman in their second semester. Time requirement two hours a week. Credit one-half semester hour.

Physical Welfare 112. (New.) 1, 2, 3. Recreational Activity. Required of all sophomores in their first semester. Games and play suitable for community gatherings will be given major emphasis. Time requirement two hours a week. Credit one-half semester hour.

Physical Welfare 113. (New.) 2, 3, 4. Recreational Activity. A continuation of Physical Welfare 112. Required of all sophomores in their second semester. Credit one-half semester hour.

Physical Welfare 114. (Formerly a part of Physical Welfare 113.) Community Recreation. This course approaches recreation from the adult viewpoint. It includes the theory of recreation, crime prevention, etc. It deals with the handling of groups outside the school, such as church groups, business men, women's clubs, etc. Sources, materials, and activities are included. Elective. Credit one semester hour.

Physical Welfare 115. (Formerly 104.) 1, 2. Folk Dancing. Credit one semester hour.

Physical Welfare 211. (New.) 1, 4. Clubcraft. Girl scouts, camp fire, and woodcraft organizations. This course includes the theory back of club work and recreation in general. The activity is emphasized in hiking, fishing, games, dances, stories, nature work, and picnics. Credit two semester hours, unless Industrial Arts 166 in taken, then one semester hour.

Physical Welfare 213. (New.) 2. Natural Dancing. Prerequisite: Physical Welfare 115. Credit one semester hour.

Physical Welfare 215. (New.) 1, 2. Advanced Dancing. Credit one semester hour.

Physical Welfare 221. (Formerly 105.) 1, 2, 3. History of Physical Education. A discussion of gymnastics of the Greeks and Romans, of the decline and revival of exercise and sports, the growth of our modern system of physical training, the play movement, recent national and state legislation regarding physical education, is made a part of this course. Credit one semester hour.

Physical Welfare 261. (Formerly 109.) Coaching of Basketball for Men. Credit one semester hour.

Physical Welfare 262. (Formerly 112.) Coaching Basketball for Women. Credit one semester hour.

Physical Welfare 263. (Formerly 110.) Coaching of Baseball. Credit one semester hour.

Physical Welfare 264. (Formerly 108.) Coaching of Football. Credit one semester hour.

Physical Welfare 265. (111 of catalog of 1926.) Coaching of Field and Track Sports. Credit one semester hour.

Physical Welfare 266. (111 of catalog of 1927 the same as the second half of Education 263.) Play. This course includes the theory and philosophy of play. Sources and graded lists of materials for the prospective teacher. Demonstration teaching, lesson plans and practice teaching by students. This course is required of all students majoring in physical education. Credit two and one-half semester hours.

Physical Welfare 365. (Formerly Physical Education 120.) Method in Teaching Health Education. Prerequisites: Physical Welfare 100, 101 Credit two semester hours.

DEPARTMENT ON COMMERCIAL EDUCATION

TEACHERS COLLEGE COURSES

Mr. Lawrence Miss Ford

Note: The primary purpose of this department is to prepare teachers of commercial subjects for high schools. To this end the student in this department may go through to a degree, including in his credit as much as thirty-four semester hours in this department. The degree level of preparation is highly desirable, and every student entering the department should go through to that goal if it is at all practicable for him to do so.

There is an occasional student who it seems must take a certificate and go out and earn some money teaching at the Standard Certificate level. Such a student should satisfy the minimum departmental requirements prescribed by the Normal Executive Council, amounting to forty semester hours and take the remaining twenty-four semester hours in Commercial Education.

Again, he may become certificated through the State Department of Education, as provided on page forty-five, paragraph three, of the School Law of 1926 by offering sixty-four semester hours, twelve of which must be in Education.

A number of requests have been made for certificates showing completion of certain work in the school, as evidence of preparation for office positions. Beautifully engraved certificates have been prepared for this purpose and will be issued to those showing proficiency in courses in the department.

N. B.: Numbers of Courses. A few courses carried in the catalog of 1927 are renumbered in this issue. Take care not to take a second time any course for which you have credit already.

Principles of Business

Commercial Education 201 (101 of catalog of 1927.) 1, 2. Business English. This is a course in business communication in general and letter writing in particular. Some of the topics are qualities of a business letter, types of business letters, such as sales letters, collection letters, credit, adjustment, application, etc. Punctuation, spelling, capitalization, paragraphing, are emphasized, with practice in writing copy. Typewriting is a prerequisite. Limited to commerce majors and minors. Credit three semester hours.

Commercial Education 203 (102 and 105 of catalog of 1927.) 2, 3. Secretarial Practice. A study is made of the most highly approved practices in office work, and practice is given in a completely equipped office to afford experience. The work is individual; the student arranges for five hours each week in the office. Prerequisites: shorthand and typewriting. Credit three semester hours.

Commercial Education 205 (110 of catalog of 1926 and 103 of catalog of 1927.) 1. Business Law. This course is a general survey of laws applicable to business. The purpose is to enable the student to know his rights and obligations in his various business relationships. Contracts, sales agency, negotiable instruments, property, bailments, common carriers, wills, deeds, mortgages, and insurance are some of the topics considered. Credit three semester hours.

Commercial Education 207 (104 of catalog of 1927.) 1, 2. Business Ethics. A study of social attitudes of business organizations, relations of employer and employee, the place of business in the social order. A study is made of the codes of ethics adopted by various trade and professional groups. Credit one semester hour.

Commercial Education 209 (106 of catalog of 1927.) 1, 2. Business Organization. A study is made of the various types of business organization such as agreements, pools, trusts, holding companies, etc., and their control. The legislation affecting combination and the economic advantages and disadvantages are given attention. Credit three semester hours.

Shorthand

Commercial Education 115 (105 of catalog of 1926.) 1, 2, 3, 4. Shorthand. This is the beginning course in Gregg shorthand, covering the first fifteen lessons in the manual. Sufficient reading and writing practice is given to enable the student to write at about the rate of seventy-five words a minute. Credit three semester hours.

Commercial Education 116 (106 of catalog of 1926.) 2, 3, 4. Advanced Shorthand. A continuation of Commercial Education 115, completing the manual, and practice in speed writing, abbreviations, phrasing, etc., are emphasized. A speed of one hundred words a minute on new matter is the minimum requirement. Credit three semester hours.

Accountancy

Commercial Education 121 (New.) 1, 2. Business Arithmetic. This is a course in general business arithmetic, to prepare the student for accounting and to teach the subject. Forms of business papers, records, short cuts in calculation, rapid calculation. This course is limited to commerce majors and minors and is required of accountancy students. Credit two semester hours.

Commercial Education 122 (101 of catalog of 1926.) 1, 2, 3, 4. Beginning Accountancy. The work covers the principles of accountancy, with laboratory material in both sole proprietorship and partnership. The balance sheet approach is used. Prerequisite: Commercial Education 121. Commercial Education 121 may be taken concurrently. Class meets for recitation three times a week, and for two laboratory periods. Credit four semester hours.

Commercial Education 123 (102 of catalog of 1926.) 2. Advanced Accountancy. This course continues the principles of accounting, taking up corporations for practice material. Much time is given to analysis and interpretation of statements. Some attention is given to teaching the subject in high school. Class meets for recitation three times a week and two laboratory periods. Credit four semester hours.

Commercial Education 224 (124 of catalog of 1927.) 1, 2. Banking and Bank Accounting. A study of banking practices, and accounting principles peculiar to banks. This course covers the general theory of banking and organization of banks, money, and currency. Recitation two hours, laboratory two hours. Prerequisite: Commercial Education 122. Credit three semester hours.

Commercial Education 225 (New.) 2. Accounting Problems. This is a course in general accounting problems, including cost, problems peculiar to a particular business, auditing, C. P. A. problems. No laboratory periods. Prerequisites: Commercial Education 122 and 123. Credit two semester hours.

Penmanship

Commercial Education 131 (New.) 1, 2, 3. Penmanship. This is a course in college penmanship and is required of every student majoring in the department, and should be taken before or along with accountancy. The instruction is individual, and the student progresses as he practices. Emphasis is placed upon teaching the subject in the high school. Meets twice a week. Limited to commerce majors and minors. Credit one semester hour.

Commercial Education 132 (New.) 1, 2, 4. Advanced Penmanship. This course follows Commercial Education 131, and meets at the same time. The student is expected to be able to write with a free arm movement, and to understand the principles of arm movement writing. This course should prepare the student to teach the subject in any school. A certificate is granted, provided a certain standard is reached. Meets twice a week. Limited to commerce majors and minors. Credit one semester hour.

Selling

Commercial Education 241 (141 of catalog of 1927.) 1. Salesmanship. This is a course in general salesmanship, wholesale, specialty and retail. Credit three semester hours.

Commercial Education 242 (New.) 2. Advertising. This is a course in the psychology of advertising. Different types of advertisements are studied and criticized. Practice is given in writing and in planning advertising campaigns. Credit two semester hours.

Commercial Education 343 (143 of catalog of 1927.) 2. Marketing The general principles of marketing. Various systems of marketing, co-

operative associations, chain stores, wholesale. Prerequisite: a course in the principles of economics. Credit three semester hours.

Typewriting

Commercial Education 151 (108 of catalog of 1926.) 1, 2, 3, 4. Beginning Typewriting. A minimum speed of twenty words a minute is required. Two recitations and two laboratory periods. Credit two semester hours.

Commercial Education 152 (109 of catalog of 1926.) 1, 2, 3. 4. Advanced Typewriting. Some time is given to methods of teaching the subject. Two recitations and two laboratory periods. Credit two semester hours.

Methods and Materials

Commercial Education 261 (New.) 2, 3. Observation and Method. Course in methods of teaching the commercial subjects ordinarily taught in high schools. Some time is given to observation in classes. The student should consult the head of the department before registering for this course. Credit three semester hours.

Commercial Education 263 (Same as second half of Education 263.) 2. Practice Teaching in Commercial Subjects. This course is designed to provide experience for those who plan to teach commercial subjects immediately. It should follow Commercial Education 261. Credit two and one-half semester hours.

EASTERN KENTUCKY STATE NORMAL SCHOOL *and* TEACHERS COLLEGE

RICHMOND, KENTUCKY

CATALOG 1929-30

Eastern Kentucky Review

Volume XXIII JULY, 1929 Number 1

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A View of the Campus, Administration Building in Background

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1929	1930	1930

SEPTEMBER

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Calendar 1929-30

A (September 16) First Semester opens.

B (September 16-17) Entrance examination.

C (September 18) Class work begins.

D (September 23) Last day to register for full load.

E (October 8) Last day to register for credit.

F (November 27) Last class work before Thanksgiving.

G (November 28-29-30 Thanksgiving recess.

H (December 2) Class work resumes.

I (December 20) Twelve o'clock noon, last class work before Christmas recess.

J (December 21-January 1) Christmas recess.

K (January 2) Class work resumes.

L (January 24) First semester ends.

M (January 27) Second semester opens.

N (January 27-28) Entrance examinations.

O (January 29) Class work begins.

P (February 3) Last day to register for full load.

R (February 18) Last day to register for credit.

S (March 31) Mid-semester registration.

T (April 1) Class work begins.

U (April 2) Last day to register for full load.

V (April 7) Last day to register for credit.

W (May 25-29) Commencement week.

X (June 2) First summer term opens.

Y (June 2) Entrance examinations.

Z (June 3) Class work begins.

a (June 4) Last day to register for full load.

b (June 7) Last day to register for credit.

c (June 28) Class work to make up for July 4.

d (July 4) Independence Day No class work.

e (July 11) First summer term closes.

f (July 14) Second summer term opens.

g (July 14) Entrance examinations.

h (July 15) Class work begins.

i (July 16) Last day to register for full load.

j (July 19) Last day to register for credit.

k (August 22) Second term closes.

College Library

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H. L. DONOVAN
President of Eastern Teachers College

College Faculty

H. L. DONOVAN, A. B., M. A., Ph. D. — **President**

Diploma, Western Kentucky Normal School; A. B., University of Kentucky; M. A., Teachers College, Columbia University; graduate student, University of Chicago; Ph. D., Peabody College; rural teacher, one year; elementary school principal, Paducah, Ky., three years; superintendent of schools, Wickliffe, Ky., two years; assistant superintendent of schools, Louisville, Ky., five years; army psychologist, one year; superintendent of schools, Catlettsburg, Ky., one year; dean of faculty, Eastern Teachers College, two years; professor of elementary education, Peabody College, three years; author, A State's Elementary Teacher Training Problem; co-author, Supervision and Teaching of Reading.

HOMER E. COOPER, A. B., A. M., Ph. D. — **Dean of the Faculty**

A. B., West Virginia University, A. M., Columbia University; Ph. D., Columbia University; rural teacher, four years; village supervising principal, three years; superintendent of Point Pleasant, West Virginia, four years; superintendent Bluefield, West Virginia, four years; head, Extramural Instruction Department and instructor educational administration, University of Pittsburgh, three years; head, Extramural Instruction Department and assistant professor educational administration, one year; superintendent, Maryland Casualty Company Training School, Baltimore, two years; present position since 1924; made following school surveys: villages and cities of Nassau County, New York, 1916; Saint Paul, Minnesota, 1917; Philadelphia, 1920; Kittanning, Pennsylvania, 1920; Maysville, Kentucky, 1927; author, Cost of Training Teachers.

EULAH RACHEL ACREE, B. S., A. M. — **Home Economics**

Diploma, Erlanger High School; B. S., University of Kentucky; A. M., Teachers College, Columbia University; teacher in Erlanger Public Schools, seven years; teacher in Horse Cave High School, one semester; present position since 1927.

KERNEY M. ADAMS, A. B., A. M. — **Director of Extension**

Diploma, Eastern Kentucky State Normal School and Teachers College; A. B., University of Kentucky; A. M., Cornell University; additional graduate work, Cornell University; teacher, rural school of Kentucky; teacher of history, Altoona High School, Pennsylvania, two years; present position, 1928.

PEARL L. BUCHANAN, A. B. — English

A. B., South Western University; one semester graduate work, University of Oklahoma, one semester graduate work, North Western University; two quarters graduate work, George Peabody College for Teachers; two years head of English Department, State Preparatory School, Claremore, Okla.; four years teacher of speech and dramatics, Senior High School, Muskogee, Okla.; assistant instructor, summer school, University of Oklahoma; one semester assistant instructor in reading, State Normal, Ada, Oklahoma; present position since 1923; author, following articles in educational periodicals: A Program of Speech Instruction for the Secondary School; Dramatics in the High School; Lighting the School Play.

MARY KING BURRIER, B. S., M. S. — Home Economics

Diploma, Hamilton College; B. S., M. S., University of Kentucky; Columbia University, one summer term of graduate work; home demonstration agent, Bourbon County, Kentucky, six months; supervision of home economics, Fayette County, Kentucky, one and one-half years; home economics and science teacher, Pikeville College, one and one-half years; home economics and science teacher, Midway High School, four years; present position since 1925.

C. E. CALDWELL, A. B., A. M., — Mathematics

B. S., National Normal University; A. B., Marietta College; A. M., Ohio State University; Ohio Life Certificate (high school); superintendent, accredited schools, Ohio, eleven years; instructor in mathematics, Bellaire High School, Ohio; instructor in mathematics, Marietta College, summer sessions; present position since 1912.

****JANE CAMPBELL, A. B.** — Music

Bachleor of Music degree, Taylor University; A. B., Eastern Indiana State Normal School; graduate work, Eastern Indiana State Normal School; teacher of public school music, Taylor University, one year; teacher of music, Central High School, Indiana, four years; music critic, Eastern Indiana State Normal School, two years; present position, 1926.

***MRS. EMMA YOUNG CASE, A. B.** — Principal, Rural Practice School

Student, University of Kentucky; A. B., Eastern Kentucky State Normal School and Teachers College; rural teacher, two years; graded school teacher, two years; teacher, Tucumcari City School, Tucumcari, New Mexico, one year; principal, high schools in Kentucky, four years; present position since 1925.

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*On leave of absence for a semester.
**On leave of absence for two semesters.

KATIE CARPENTER, A. B. — **Principal, Rural Practice School**

Diploma and A. B., Eastern Kentucky State Normal School and Teachers College; rural teacher, Mercer County, nine years; supervisor of rural schools, Mercer County, two and one-half years; teacher of mathematics and science, Harrodsburg Graded School, two years; critic teacher in rural school, Morehead State Normal School and Teachers College, two and one-half years; present position since 1926.

ASHBY B. CARTER, B. S. — **Agriculture and Sanitary Science**

Diploma, George Peabody College for Teachers; student University of Richmond; University of Virginia; Virginia Mechanics Institute; graduate student, George Peabody College for Teachers, Teachers College, Columbia University, University of Kentucky; rural teacher Virginia schools, two years; high school principal Virginia schools, two years; teacher of agriculture and manual training, Tennessee High School, four years; present position since 1920. Contributor to agricultural journals.

BERNICE CHAMP, A. B., A. M. — **Critic, Sixth Grade**

Student, Hamilton College, Lexington, two years; A. B., Eastern Kentucky State Normal School and Teachers College; A. M., Teachers College, Columbia University; critic teacher, Eastern Kentucky State Teachers College, one semester, 1927; present position, 1928.

ROY B. CLARK, A. B., A. M., Ph. D. — **English**

Diploma, State Normal School, Kearney, Nebraska; A. B., University of Nebraska; A. M., Columbia University; Ph. D., Columbia University; rural teacher, one year; principal of ten grade village school, Homer, Nebraska, four years; superintendent of standard twelve grade school, Sutherland, Iowa, one-half year; assistant professor of English, State Normal School, Chadron, Nebraska, seven and one-half years; professor of English, State Normal College, Natchitoches, Louisiana, two years; lecturer in English, Columbia University, one semester; instructor in English, New York University, one year; head of English Department Jamestown College, Jamestown, North Dakota, two years; present position since 1926.

MEREDITH J. COX, B. S., A. M. — **Chemistry**

Diploma, Warren Academy; B. S. and A. M., Peabody College for Teachers; two semesters additional graduate work, Columbia University and University of Wisconsin; principal, Hodgenville High School, two years; instructor in science and athletic coach, Mt. Sterling High School; instructor in science and coach, Hattiesburg High School, two years; professor of chemistry, Berea College, one year; present position since 1924; author, Quantitative Study of Plant Alkaloids; A Problem in the Professionalization of Subject Matter.

NOEL B. CUFF, B. S., A. M., Ph. D. — **Psychology**

B. S., A. M., Ph. D., George Peabody College for Teachers; teacher of Spanish, David Lipscomb College, two years; teacher of English, Freed-Hardeman College, one year; principal, County High School, Davidson County, Tennessee, two years; teacher of psychology, Appalachian State Normal School, Boone, N. C., two summer sessions; teacher of psychology, David Lipscomb College, two years; present position, 1928.

N. G. DENISTON, B. S. — **Industrial Arts**

B. S., Valparaiso University; student, Stout Institute; student, Massachusetts Institute of Technology; student, Bradley Polytechnic Institute; graduate work, University of Chicago; Life Certificate in Montana, Louisiana and North Carolina; supervisor of manual training, Livingston, Montana, Baton Rouge, Louisiana, and Mobile, Alabama; head of Department of Industrial Arts, Stanley McCormick School, Burnsville, N. C.; head of Manual Arts Department, Mississippi Normal College, Hattiesburg, Mississippi; present position since 1919; leave of absence, 1928-29, with La Verne Noyes Scholarship.

RUTH DIX, B. S., A. M. — **Home Economics**

Teacher's diploma, Bradley Polytechnic Institute; one year and one summer, University of Illinois; B. S., Bradley Polytechnic Institute; A. M., Teachers College, Columbia University; teacher of home economics, high school, Colfax, Illinois, two years; township high school, Pana, Illinois, three years; home demonstration agent, Hendricks County, Indiana, two years; present position since 1923.

J. T. DORRIS, A. B., A. M., Ph. D. — **History and Government**

A. B., Illinois College; A. M., University of Wisconsin; Ph. D., University of Illinois; rural teacher, two years; business college, Oshkosh, Wisconsin, one year; high school principal and superintendent, Illinois, twelve years; graduate assistant, University of Illinois, three years; instructor, State Normal School, Minot, N. D., ten weeks; instructor, State Normal University, Normal, Illinois, twelve weeks; present position since 1926; author, following articles: The Oregon Trial, Pardoning the Leaders of the Confederacy, President Lincoln's Clemency.

RICHARD A. EDWARDS, A. B., M. A. — **Director of Training School**

A. B., 1910, Universtiy of Kentucky; A. M., 1925, Columbia University; taught four sessions in rural schools of Graves and Calloway counties; principal of Trimble County High School and Bedford Graded School, 1910 to 1914; superintendent of city schools, Morganfield, 1914 to 1918; present position since 1918; student in summer schools of University of Wisconsin; University of Minnesota, and Peabody College; author of A Manual for Student Teaching, 1923; The Training School Bulletin, 1926; A Manual for Observation and Method, 1928, in collaboration with training teachers.

FRED A. ENGLE, A. B., A. M. — Education

A. A., Cumberland College, Williamsburg, Kentucky; A. B., University of Kentucky; A. M., University of Kentucky; one quarter of additional graduate work, University of Kentucky; rural teacher, three years; principal of graded school, Knox County, Kentucky, three years; principal of Corbin High School, six years; teacher of biology, Winchester High School, one and one-half years; present position since 1928.

JACOB D. FARRIS, A. M., M. D. College Physician and Teacher of Health

Diploma, Western Kentucky State Normal School and Teachers College; student, Universtiy of Chicago, one year; A. M., George Peabody College for Teachers; M. D., Vanderbilt Universtiy; assistant principal, Columbia High School, two years; principal, New Market High Schools, Alabama, four years; teacher, industrial arts, Nashville Public Schools, four years; present position, 1928.

*D. THOMAS FERRELL, A. B., A. M. — Education

A. B., Duke University; A. M., Duke University; Trinity College, Dublin, Ireland, four months; A. M., Teachers College, Columbia University; one year additional graduate work, George Peabody College for teachers; instructor in the American army post school, four months; principal, Alexis Graded School, Gaston County, North Carolina, two years; instructor in history, Trinity Park School, two years; principal Bethesda High School, Durham County, North Carolina, three years; assistant in education, Duke University, two years; professor of psychology and education, East Carolina Teachers College, summer term of 1926; present position since 1927; author, Professional Preparation of Teachers for Small High Schools.

MARY FLOYD, A. B., A. M. — History

Diploma and A. B., Eastern Kentucky State Teachers College; A. M., Teachers College, Columbia University; three terms' graduate work, University of Chicago; teacher, graded school, Louisville, four years; principal, graded school, summer, Florida, one year; instructor in history, Somerset High School and coach of debate team that won second place in the state contest, 1924; present position since 1925.

EDITH G. FORD, B. C. S., A. B. — Commercial Education

Diploma, Louisiana State Normal College, Natchitoches, Louisiana; B. C. S., Bowling Green Business University, Bowling Green, Kentucky; A. B., George Washington University, Washington, D. C.; one semester graduate study, University of Kentucky, Lexington, Kentucky; city schools, Alexandria, Louisiana, two years; high school, Beckley, West Virginia, two years; high school, Winston-Salem, North Carolina, one year; present position since 1927.

*On leave of absence for a semester.

ELINOR FOSTER, B. S., M. A. — Library Science

Graduate, Junior College Course, Ward-Belmont College, Nashville; B. S. and M. A., Peabody College for Teachers, Nashville; student assistant, Peabody College Library and Demonstration School Library, Peabody College; assistant, Teachers College Library, Columbia Universtiy, summer session, 1928; present position, 1928.

MAUDE GIBSON — Art

Graduate Lebanon Normal; two years' course in public school art at Teachers College, Miami University; one semester at School of Applied Design, New York; one and one-half semesters in art classes of Teachers College, Columbia University. Three years, decorator, Weller Art Pottery, Zanesville, Ohio; one year, teacher, Clarksville, Tennessee, Female College; two years, teacher, Birmingham, Alabama, High School. Summer, 1926, studying great works of art in the galleries of Europe. Present position since 1910.

G. M. GUMBERT, B. S. — Agriculture and Athletics

B. S. Agr., University of Kentucky; one summer term additional graduate work, University of Kentucky; four months Officers' Material School, commissioned Ensign U. S. N., during world war; won five letters in basketball and football, University of Kentucky; seven years' experience in Smith-Hughes agriculture in Crittenden, Calloway and Fayette Counties, Kentucky; instructor in agriculture, one year, Eastern Kentucky Normal School, 1922; present position since 1925.

***MAY C. HANSEN** — Critic, First Grade

Graduate, Oshkosh State Normal School; student University of Chicago; teacher in rural schools of Wisconsin, two years; teacher in public schools, Washburn, Wisconsin, three years; teacher in public schools, Green Bay, Wisconsin, three years; present position since 1912.

****GEORGE N. HEMBREE, B. C. S.** — Athletics

Student, Eastern Kentucky State Normal School and Teachers College, one year; B. C. S., Bowling Green Business University; rural teacher, two years; undergraduate work, University of Illinois, two summers; undergraduate work, Peabody College for Teachers, one summer session; in present position since 1920.

GERTRUDE M. HOOD, A. B., A. M. — Physical Welfare

A. B., Ohio Wesleyan University; A. M., Columbia University; physical education and English, State Normal and Industrial School, Ellendale, North Dakota, 1927-1928; present position since 1928.

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*On leave of absence for a semester.
**On leave of absence for two semesters.

MRS. STANTON B. HUME — Industrial Arts

Graduate, Bellwood Seminary and Kentucky Presbyterian Normal School; student, Cincinnati School of Domestic Science under Miss Gamon; student of Miss Anna Barrows, Columbia University; student of Miss Lamphere and Mr. Lane, New Hampshire; student, summer school, Peabody College; in present position since 1910.

CHARLES T. HUGHES, A. B. — Coach

Diploma, Morton-Elliott Junior College; A. B., University of Kentucky; coach, Harlan High School, two years; principal and head coach, Harlan High School, one year; present position, 1929.

ARNIM DEAN HUMMELL, B. S., M. S., Ph. D. — Physics

B. S., Knox College; M. S., and Ph. D., University of Illinois; part time instructor in physics, University of Illinois, three years; instructor in mathematics, University of Illinois, one year; present position, 1929.

**WILLIAM C. JONES, B. S., A. M. — Principal of Normal School and Mathematics

B. S., East Texas State Teachers College; A. M., Colorado State Teachers College; one term additional graduate work, George Peabody College for Teachers; instructor in mathematics, Wiley High School, Wiley, Colorado, one year; principal, Wiley High School, Wiley, Colorado, two years; at Eastern since 1926; co-author, "Pioneer Arithmetics," a series of arithematics for the elementary and upper grades; joint author, "Rural Education in Madison County," a survey of the rural schools.

**WILLIAM L. KEENE, B. S., M. A. — English

Diploma, Middle Tennessee State Normal School; B. S. and A. M., George Peabody College for Teachers; rural teacher three years; principal consolidated elementary and county high school, Liberty, Tennessee, three years; summer school instructor, Middle Tennessee State Teachers College, 1925 and 1926; present position since September, 1926.

CHAS. A. KEITH, B. A., M. A., Ped. D. (Dean of Men) — History

Student, University of Arkansas, 1901-6; 1906-7; student, University of Texas, 1909-1910; B. A., Honour Modern History, Oxford University, England, 1911; M. A., Honour Modern History, Oxford University, England, 1920; Honorary Doctor of Pedagogy, Ohio Northern University, 1926; one year and two summer terms additional graduate work, Indiana University, 1926-27. Two years rural teacher, Clark and Howard Counties, Arkansas; one year head of History Department, Little Rock High School, Arkansas; one summer term acting head of History Department, Western Kentucky State Teachers College, Bowling Green; one summer term lecturer historical subjects, Ohio Northern University; present position since 1912; author, Notes and Outlines of American History; Notes and Outlines in Civil Government; Outlines of Kentucky Government (Bobbs-Merrill Co); Outlines of Kentucky History (D. C. Heath).

**On leave of absence for two semesters.

L. G. KENNAMER, A. B., B. S., A. M., Ph. D. Geography and Geology

A. B., Simmons University, Texas; B. S., A. M., Ph. D., George Peabody College for Teachers; student, University of Wisconsin, one year; professor, Abilene Christian College, six years; professor of science, David Lipscomb College, one year; professor of geography, Sam Houston State Teachers College, Huntsville, Texas, summer session; Bursar and Registrar, Abilene Christian College, three years; assistant in Geography Department, George Peabody College, two years; present position, 1928.

***ARMON JAY LAWRENCE, B. C. S., A. B.** Commercial Education

B. C. S., Bowling Green Business University; A. B., University of Kentucky; two summers at University of Chicago; instructor, one year Martins Ferry, Ohio High School; head of Commerce Department, Hot Springs, Arkansas, High School; four years, head of Commerce Department, Owensboro, Kentucky, High School; present position since 1926.

CORA LEE, B. S., A. M. Critic, Junior High School

Diploma, Owensboro High School; B. S., George Peabody College for Teachers; A. M., Teachers College, Columbia University; rural teacher, one year; teacher in Owensboro Public School, six years; present position since 1925.

MARGARET LINGENFELSER, A. B., A. M. Critic, First Grade

A. B., Eastern Kentucky State Normal School and Teachers College; A. M., Teachers College, Columbia University; teacher, rural schools of Mason County, Kentucky, five years; present position since 1924.

MELVIN E. MATTOX, B. S., A. M. Education

Diploma, Mississippi State Normal School; B. S. and A. M., Peabody College; three quarters additional graduate work, Peabody College; rural teacher, one year; principal of village and consolidated schools, five years; instructor, Mississippi State Normal, two summers; professor in education, University of South Carolina, one summer; superintendent of training school, Eastern Kentucky State Teachers College, one year; present position since 1925.

THOMAS E. McDONOUGH, B. S., A. M.
Physical Education and Freshman Coach

Diploma, La Crosse Teachers College; student, Columbia University, one year; B. S., A. M., George Peabody College for Teachers; director of physical education and coach, Bluffton City Schools, Indiana, one year; supervisor of physical education, City Schools Milwaukee, three years; student instructor, Peabody College and Peabody Demonstration School, three years; present position, 1928.

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*On leave of absence for a semester.

MARY FRANCES McKINNEY, B. S., Geography

Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; one year graduate work, George Peabody College for Teachers; principal, independent graded and high school, Clark County, Kentucky, four years; critic teacher in geography and mathematics, Eastern Kentucky Teachers College, three years; present position since 1926; one leave of absence, first semester, 1928-1929.

WILLIAM J. MOORE, A. B., A. M. Economics

Diploma, Eastern Kentucky State Normal and Teachers College; A. B. and A. M., University of Kentucky; work for Ph. D., substantially completed; two years, College of Law, University of Kentucky; rural teacher, five years; principal, Corinth Independent Graded School, two years; principal, Clay County High School, Manchester, Kentucky, four and one-half years; superintendent, Midway Public Schools, Midway, Kentucky, two and one-half years; member lower house of Kentucky General Assembly, 1924; in present position since January, 1928.

MRS. JANE MURBACH, A. B., M. A. French

A. B., Oberlin College, Ohio; M. A., University of Kentucky; student, summer session, University of California; teacher of French, Archbold High School, Ohio, two years; teacher of French, University of Kentucky, one year; present position, 1928.

WINNIE DAVIS NEELY, B. S., M. A. English

Diploma, Alabama College; B. S., George Peabody College for Teachers; one year graduate work, George Peabody College for Teachers; student instructor in mathematics, Alabama College, one year; teacher in rural schools, several summers; teacher of sixth grade, Dothan City School, Dothan, Alabama, one year; instructor in English, county high schools of Moulton and Birmingham, Alabama, six years; critic teacher, Alabama College Training School, two years; instructor in English, Alabama College, two summer terms; present position since 1924.

**SMITH PARK, B. S., M. S. Mathematics

High school diploma, 1915, Model High School of Eastern Kentucky State Teachers College; B. S. in mechanical and electrical engineering, 1920, University of Kentucky; M. S. in mathematics, 1925, University of Kentucky; traffic engineer, New York Telephone Co., for one year; present position since 1923.

NORA PEARSON, B. A., M. A., Ph. D. Biology

B. A., M. A., Ph. D., University of Wisconsin; teacher of science, Sparta High School, two years; assistant in botany, University of Wisconsin, two years; instructor in botany and chemistry, Catley College, one year; instructor in biology, Beliot College, three years; research assistant, plant patheology, University of Wisconsin, two years; present position, 1928.

**On leave of absence for two semesters.

FRANK PHIPPS — Assistant Coach
MABEL H. POLLITT, A. B., A. M. — Latin

A. B. and A. M., University of Kentucky; additional graduate study in American Academies of Rome and Athens; principal, Lewis County High School, Vanceburg, Kentucky, two years; instructor and assistant professor in Department of Ancient Languages, University of Kentucky, six years; professor and acting head of Department of Ancient Languages, Georgetown College, one year; present position since 1927. Phi Beta Kappa and Eta Signa Phi fraternities. Author, Life of James Kennedy Patterson, President of University of Kentucky, 1869-1910.

R. R. RICHARDS, A. B. — Commercial Education

Graduate, Normal School Department, Berea College; student, University of Kentucky, one semester; A. B., Eastern Kentucky State Teachers College; principal of schools and athletic director, Kentucky House of Reform, two years; educational director, Kentucky House of Reform, two years; student assistant, Eastern Kentucky State Teachers College, two years; present position, 1929.

MARIE L. ROBERTS — Dean of Women

Graduate, Western College for Women, Oxford, Ohio; teacher, Western College, two years; teacher, high school, Ashland, Ky.; assistant principal, Ashland High School; student, summer school, Columbia University; student, summer school, Peabody College, Nashville, Tennessee; present position since 1915.

DEAN W. RUMBOLD, B. S., Ph. D. — Biology

B. S., University of Buffalo; student, University of Wisconsin, one year; Ph. D., Duke University; undergraduate assistant, University of Buffalo, one year; graduate assistant in general zoology, University of Wisconsin, one year; teaching fellow, Duke University, two years; instructor, biology courses, Seashore summer school, Duke University, 1927; instructor, Culver Academy, summer session; author, A New Trematode from the Snapping Turtle.

***RUBY RUSH, A. B.** — Critic, Junior High School

Graduate Virginia Intermont College, Bristol, Virginia; A. B., University of Kentucky; rural teacher, one year; teacher, high schools of Kentucky, four years; teacher of Latin and English, High School, Madison, Florida, two years; present position since 1926.

*On leave of absence for a semester.

**ANNA A. SCHNIEB, A. B., A. M. — Education

Diploma, Indiana State Normal School and Teachers College; student, Indiana University, one year; A. B., A. M., Columbia University; diploma, education and psychology, Teachers College; two years' additional work, Columbia University and University of Chicago; city teacher, five years; assistant principal, city normal, three years; head of Department of Education and Psychology, William Woods College, Fulton, Missouri, three years; education and psychology, State Teachers College, Cape Girardeau, Missouri, four years; present position since 1923; author: Suggested Content, Sources and Activities for Arithmetic, English, Geography, Grades I to VIII; articles on student government and on teaching hygiene, teaching geography, teaching English.

*VIRGINIA F. STORY, B. S. — Critic, Third Grade

Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody College for Teachers; teacher, Ashland, Kentucky, five years; primary supervisor, Ashland, Kentucky, three years; present position since 1927.

BROWN E. TELFORD — Piano

Diploma, Greenbrier College for Women; two terms special work, Cincinnati Conservatory of Music; one term, New York School of Music and Arts; one semester, New England Conservatory of Music, Boston; instructor in piano, Madison Institute, one year; present position, 1920.

GLADYS PERRY TYNG, B. S. — Education

Diploma, Eastern Kentucky State Normal School and Teachers College; B. S., George Peabody Teachers College; one semester additional graduate work, George Peabody Teachers College; teacher in elementary grades three years, Guthrie and Richmond, Kentucky; present position since 1920.

JAMES E. VAN PEURSEM, A. B., Mus. B. — Music

A. B., Morningside College; Mus. B., Oberlin College; teacher of English, Wakonda High School, S. D., one year; principal and orchestra director, Wakonda High School, four years; present position, 1929.

ELIZABETH WILSON, B. S., M. A. — Critic, Third Grade

Diploma, Martin College, Pulaski, Tennessee; B. S., A. M., Peabody College for Teachers; rural teacher, Tennessee, two years; critic teacher, East Texas State Teachers College, three years; critic teacher, North Texas State Teachers College, one year; present position, 1928.

*On leave of absence for a semester.
**On leave of absence for two semesters.

GERMANIA J. WINGO, B. S. — Critic, Fourth Grade

Diploma, State Normal School, Farmville, Virginia; diploma in critic work in elementary education, Teachers College, Columbia University; B. S., Teachers College, Columbia University; additional graduate work, Teachers College, Columbia University; teacher, Crewe, Virginia, two years; teacher, Amelia and Pulaski, Virginia; present position since 1920.

EDNA ZELLAHOEFER, A. B., A. M. — English

Graduate, Illinois State Normal University; A. B., University of Illinois; A. M., Columbia University; instructor in English, Sparland High School, Le Roy High School, and Rockford High School, Illinois; instructor in English in high school, La Cross, Wisconsin; present position, 1922.

NORMAL SCHOOL FACULTY

VIRGIL BURNS, A. B., A. M. — Social Science

Diploma, Western Kentucky State Normal School and Teachers College; ten months, training in Bowling Green Business University; A. B., University of Kentucky; A. M., Columbia University; rural teacher, three years; principal Golden Pond Graded School, Trigg County, one year; superintendent, Kuttawa city schools, four years; present position since 1924.

G. O. BRYANT, A. B., A. M. — Mathematics

Life certificate, Western Kentucky State Normal School; A. B., and A. M., University of Kentucky; rural teacher, six years; principal, graded and high schools, Cottonwood, Illinois, four years; Milburn, Kentucky, one year; Gracey, Kentucky, four years; county high school, Casey County, Kentucky, five years; present position since 1924.

ANNA D. GILL, A. B. — Commercial Subjects

B. C. S., Bowling Green Business University; A. B., University of Kentucky; student, summer sessions, Gregg School, Chicago, six weeks; University of Wisconsin, twelve weeks; Western Normal School and Teachers College, nine weeks; teacher, high school, Mapleton, Maine, one year; teacher, Business College, Port Arthur, Texas, one year; head of Commercial Department, Elkins High School, West Virginia; present position, 1928.

****ELIZA HUGHES** — Physical Welfare

Diploma, New Haven Normal School of Gymnastics; three additional summer terms, University of Kentucky; supervisor, physical education, Paris city schools, Paris, Kentucky, three years; present position since 1927.

**On leave of absence two semesters.

EUGENE L. PEARSON, A. B. — English

A. B., Vanderbilt University; one summer session at Peabody College; one summer session at Columbia University; principal, county high school, Cedar Hill, Tennessee, two years; principal, city high school, Georgetown, Kentucky, two years; present position since 1926.

EVELYN SLATER, B. S. — Home Economics

Graduate of Holmes High School, Covington, Kentucky; four years' business experience with Cincinnati banking concern; B. S., University of Kentucky; one semester substitute work, Cincinnati Public Schools; foods instructor, East Night High, Cincinnati; present position since February, 1927.

G. D. SMITH, A. B., B. S., M. A., D. Sc. — Nature Study

Student, Muskigam College, New Concord, Ohio, one year; A. B., Honorary M. A., Ohio Northern College, Ada, Ohio; B. S., Ohio Weslyan College, Delaware, Ohio; student, summer sessions at Ann Arbor, Michigan, Ohio State Biological Laboratory, Cedar Point, Ohio, Carnegie Biological Laboratory, Wood's Hole, Massachusetts; superintendent of village schools in Ohio, six years; head of Science Department, Central High School, Akron, Ohio, seven years; in present position since 1908.

SAMUEL WALKER, A. B., A. M. — Education

A. B., Maryville College, Maryville, Tennessee; A. M., University of Kentucky; rural teacher in public schools of Whitley County, five years; supervisor Whitley County schools, four years; city superintendent, Williamsburg, Kentucky, and Etowah, Tennessee, two years; instructor in Normal Department, Cumberland College, Williamsburg, Kentucky, two years; superintendent Whitley County schools, eight and one-half years; present position since 1926.

H. H. BROCK, B. S. — Correspondence Department
L. G. WESLEY, A. B. — Correspondence Department

LIBRARY STAFF

MARY ESTELLE REID — Librarian

Edmonton High School; graduate, Liberty College, Glasgow, Kentucky; special course in library administration, University of Nashville, one year; Carnegie Library, Nashville, one year; present position since 1911.

ELINOR FOSTER, A. B., A. M. — Assistant Librarian
BESS MOORE — Assistant Librarian

Student, Eastern Kentucky State Teachers College, four years; present position since 1927.

ADMINISTRATIVE STAFF

G. M. BROCK, Business Agent

E. P. McCONNELL, Bookkeeper

KATHERINE MORGAN, Secretary to the President

MRS. HART L. PERRY, Secretary to Business Agent

KERNEY ADAMS, Director of Extension

MAYE M. WALTZ, Secretary to Dean

INEZ McKINLEY, Assistant Bookkeeper

AUGUSTA DAUGHERTY, Cashier

FRANKIE DeBOE, Stenographer, Business Office

ELIZABETH DUNIGAN, Stenographer, Business Office

LUCILE DERRICK, Stenographer, Normal School Office

MAYME COOPER, Assistant to Director of Extension

LOIS COLLY, Stenographer, Extension Division

EUNICE WINGO, Secretary to Dean of Women and Supervisor of Sullivan Hall

FRED BALLOU, Book Store Clerk

ISABEL SPEAKS, Secretary to Registrar

MRS. MARJORIE COATES, Assistant Registrar's Office

MARY SULLIVAN, Housekeeper, Sullivan Hall

MRS. T. J. COATES, Housekeeper and House Mother, Burnam Hall

W. A. AULT, Superintendent, Power Plant, Building and Grounds

EDNA WHITE, Registered Nurse

EDITH L. McILVAIN, Supervisor of Cafeteria

R. H. MATHERLY, Assistant in Cafeteria

AXIE FOSTER, Information Clerk

Faculty Organization

COMMITTEES

Alumni and Senior Class

Adams, Tyng, Park, Floyd, McKinney, Lingenfelser, Moore, Champ, Story, Case, Carpenter, Richards
Meets first Tuesday each calendar month at 4:10 p. m.

Certification and Graduation

Cooper, Mattox, Pollitt, Caldwell, Roberts, Jones, Hummell, Farris.
Meets on call of the chairman

Certification and Student Schedules

COLLEGE
Keith, and others as assigned

NORMAL HIGH SCHOOL
Moore, and others as assigned

Credits and Credentials

Mattox, Jones, Caldwell, Pollitt, Clark, Cuff, Carter
Meets on first Monday each semester, second mid-semester, and each summer school at 4:10 p. m.

Entrance Examinations

Moore, Mattox, McKinney, Zellhoefer, Jones, Bryant, Gill
Meets on call of chairman.

Fine Arts and Entertainment

Buchanan, Caldwell, Van Peursem, Lawrence, Kennamer, Farris, Murbach, Tyng, Telford, Campbell
Meets on the first Wednesday of each month at 4:10 p. m.

Library Committee

Reid, Cooper, Keith, Clark, Edwards, Caldwell, Cox, Pollitt, Rumbold, Walker
Meets on the first Tuesday in each calendar month at 4:10 p. m.

The Training School

Edwards, the critic teachers, and the teachers of Education
Meets on call of the chairman

Athletics

Carter, Edwards, Farris, Keith, McDonough, Hughes, Gumbert, Lowry, Hood
Meets on the second Friday in each month at 4:10 p. m.

Societies, Clubs, and Forensics

Clark, Zellhoefer, Dorris, Ford, Ferrell, Pearson, E. L., Dix
Meets on the second Tuesday in each month at 4:10 p. m.

Student Publications—Milestones and Progress

Zellhoefer, Keene, Deniston, Neely, Lawrence, Gibson, Cuff, Rumbold
Meets on second Wednesday of each month at 4:10 p. m.

Eastern Kentucky Review—Catalog

Dorris, Schnieb, Clark, Mattox, Keene, Edwards, Pearson, N.
Meets on second Thursday in each month at 4:10 p. m.

Curriculum Committee

Cooper, Edwards, Dorris, Clark, Schnieb, Cox, Jones, Pearson, N.
Meets on third Friday in each month at 4:10 p. m.

Student Welfare, Discipline and Grievances

Donovan, Cooper, Farris, Pollitt, Roberts, Keith
Meets on call of the chairman

Rules and Regulations

Cooper, Keith, Caldwell, Edwards, Pollitt, Carter
Meets on call of the chairman

Social and Receptions

Gibson, Hume, Hughes, E., Burrier, McKinney, Burns, Cox, Engle, Ford, McDonough, Floyd, Hood
Meets on call of the chairman

Extension Committee

Adams, Jones, Cooper, Dorris, Smith, Engle
Meets on the fourth Tuesday in each month at 4.10 p. m.

Student Loans, Scholarships and Fellowships

Pollitt, Schnieb, Roberts, Keith, McDonough, Cox, Cuff, Brock, G. M.
Meets on the call of the chairman

Note: A special meeting of any committee will be called by its chairman on the written request of three of the members of such committee. The President is ex-officio member of all committees.

Cammack Building, The Training School

GENERAL INFORMATION

HISTORY

On January 6, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison county, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2, and in the Senate on March 9, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21, and as the bill carried an "emergency clause," it became a law at once.

On April 5, 1906, the Governor appointed the commissioners to locate the two Normal Schools. Messrs. B. M. Arnett of Nicholasville, John Morris of Covington, George Payne of Paducah, George B. Edwards of Russellville, Basil Richardson of Glasgow, E. H. Mark of Louisville, and M. G. Watson of Louisa, constituted the commission.

On May 1, 1906, the commission visited Richmond to inspect the site offered by that city and on May 7 it met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named; Hon. James H. Fuqua, Sr., State Superintendent of Public Instruction, ex-officio Chairman; Hon. J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon. Fred A. Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2 and elected Ruric Nevel Roark, at the time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. Dr. Roark died April 14, 1909, and Mrs. Roark was elected acting president on April 16. She served in this capacity until March 18, 1910, when John Grant Crabbe, then Superintendent of Public Instruction, was elected president. Dr. Crabbe served as president until September 1, 1916. On June 16, 1916, he resigned to take effect September

1, to accept the presidency of Teachers College, Greeley, Colorado. On September 5, 1916, the Board of Regents met at Lexington, Kentucky, and elected T. J. Coates, State Supervisor of Rural Schools, to the presidency of the institution. Mr. Coates entered upon his term of office September 7 and continued in office until his death, March 17, 1928. Dr. Homer E. Cooper, Dean, was elected acting president March 19 and served in this capacity until June 1. The Board of Regents met in Louisville on March 26, 1928, and elected H. L. Donovan, Professor of Education of Peabody College, president of the institution. Mr. Donovan was formerly dean of the faculty of Eastern.

LOCATION

The home of the Eastern Normal School and Teachers College is a little city of about 7,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the mountain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Ceneral University, the famous Presbyterian institution which was removed to Danville and united with Central College in 1901. The campus lying between South Lancaster Avenue and South Second Street is one of the most beautiful in the south. It has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buildings include:

Administration Building—The Administration Building is located between Roark Building and the President's home on Lancaster Avenue. The auditorium is under construction and will be completed by September 1, 1929. This is a modern fire-proof building with a frontage of 144 feet. It has in it the executive offices, departmental offices, fourteen class rooms, post office, and book store. The auditorium will have a seating capacity of 2,000. It is equipped with an automatic heating and ventilating control.

Ruric Nevel Roark Building—This handsome building is named in honor of the first president. It was erected in 1909, at a cost of $45,000. The laboratories for physics, chemistry, biology and agriculture are located in this building. These laboratories are well equipped for special and individual study. The other rooms are used as lecture and class rooms.

James W. Cammack Building—This building stands eighty feet south of Roark Building and fronts equally with it on Lancaster Avenue. It was constructed in 1918 at a cost of $50,000.00 and was recently remodeled and refurnished at an additional cost of $15,000.00. The building was designed and is used entirely for the Training School. It contains laboratories, class rooms, practice rooms, offices and assembly rooms.

Memorial Hall—This dormitory has accommodations for 175 men. It is in charge of a resident member of the faculty.

Sullivan Hall—This dormitory for women was built in 1909 at a cost of $45,000. It was named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms. This dormitory has accommodations for 175 girls.

Burnam Hall—This building is a beautiful and imposing new dormitory for girls recently constructed at a cost of $233,-067.01. It is a fire-proof structure. The rooms are arranged in suites of two with private bath. A spacious lobby, beautifully furnished, occupies the entire front central section of the first floor of this building.

In this building is located the cafeteria, which has a seating capacity for 620. In addition to the cafeteria, there are small private dining rooms and kitchens which are to be used for club and society entertainments. There is also a large recreation room for women students. A well equipped laundry is provided for the use of the students.

The Power Plant was erected in 1909 at a cost of $40,000. It contains the lighting and heating apparatus for supplying all the buildings on the campus. The electrical equipment consists of two 50 K. W. 2,300-volt A. C. generators, and the switch board and the necessary instruments for the distribution of the electric energy.

Recently the three 125 H. P. boilers in the Power Plant were equipped with mechanical stokers. This equipment greatly increases the efficiency of the plant.

The heating plant supplies low pressure steam to all radiators in the different buildings. The plant is considered one of the best power plants in the State of Kentucky.

New Stateland Hall is a very large and beautiful brick dwelling situated on the farm. It contains nine rooms which have been furnished and equipped with modern conveniences for the students who occupy the rooms in this hall. It is large enough to accommodate approximately thirty young men. The young men who are primarily interested in agriculture are expected to room in this hall.

The President's House is situated on the northwest corner of the campus, facing Lancaster Avenue, just north of the Administration building. It is a large, two-story brick building.

The Gymnasium—The gymnasium is a large frame building. It is well equipped with all the working apparatus of the modern gymnasium. It contains one of the largest basketball floors in the State. The building is also used as an auditorium and it will seat approximately twelve hundred people.

Library Building—A new library building was constructed at a cost of $67,046.30. It is a two-story fire-proof building. It contains approximately 30,000 volumes.

University Building—This building was erected by Central University. It has been equipped to accommodate the normal department of the institution.

NEW STATELAND

Eastern owns an excellent farm of 180 acres. This farm was purchased in January, 1923. It bounds the original campus on the east and south. In many respects the acquisition of the farm represents one of the finest assets the school has acquired in the history of the institution. The fact that it is contiguous to the campus makes it possible for the classes in agriculture to use the farm as a laboratory without a loss of time in moving from the class room to the farm. The activities of the farm are those usual in this part of the State. There is a dairy herd composed of purebred Jerseys and Holsteins. These cows furnish milk for the cafeteria.

Purebred Duroc hogs are raised and a colony of purebred poultry is being bred.

New Dairy Barn—A new model dairy barn with a capacity of thirty dairy cows has recently been erected on New Stateland Farm at a cost of $10,000.00.

This farm is owned and operated for the following purposes:

1. To be used for laboratory and demonstration purposes in relation to the Department of Agriculture of the Normal School and Teachers College.

2. To give the students attending this school work to help them pay expenses.

3. To furnish the dormitories with milk, eggs, meat and vegetables in season, thus lowering the cost of living to students in the school.

While New Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses and to pay gradually for needed improvements.

ROOMS FOR MEN STUDENTS

Memorial Hall and New Stateland Hall are the men's dormitories. These two dormitories will accommodate about 200 men. Memorial Hall is completely furnished, lighted by electricity, heated by steam, equipped with baths and showers and is comfortable and convenient at all seasons of the year. All rooms are equipped with lavatories supplying hot and cold water.

Rooms in New Stateland are completely equipped, steam heated and are equally as desirable as those in Memorial Hall. Most rooms accommodate two students, a few three students.

The institution maintains at all times a list of Richmond homes offering rooms for men students. Information concerning these rooms will be furnished on request.

ROOMS FOR WOMEN STUDENTS

Burnam Hall and Sullivan Hall are the women's dormitories. These dormitories will accommodate 478 women students. Practically all rooms in these dormitories are two-student rooms but there are a few corner rooms to which three students are assigned. Rooms in Sullivan Hall and Burnam Hall are completely furnished, steam heated, and lighted by electricity. Hot and cold water is furnished in all rooms in these buildings. All rooms in New Burnam Hall have private bath for each suite of two rooms.

Young women are expected to room on the campus when attendance does not exceed the capacity of the dormitories, unless for special reasons they are granted permission by the President to room elsewhere.

ARTICLES TO BE FURNISHED BY STUDENTS

Whether rooming on the campus or in private homes, students are required to take care of their rooms and to furnish two pairs of pillow cases, three sheets, spreads and comforters or blankets, towels, soap and runners for table and dresser,

RATE OF ROOM RENT IN DORMITORIES

The rate of room rent for rooms in Eastern dormitories varies according to the location, furnishings, equipment and the number of students occupying a room. Rooms arranged in suites of two with private bath rent at a higher rate than rooms in dormitories where central bath rooms are located on each floor. All rooms not having bath adjoining are equipped with lavoratories supplying hot and cold water.

The rate of rent in Sullivan Hall and Burnam Hall, the women's dormitories, ranges from $1.00 to $2.50 a week for each student. The rate of rent in Memorial Hall and New Stateland, the men's dormitories, is $1.50 to $2.00 a week for each student. The $2.00 rooms are choice corner rooms in Memorial Hall.

In making application for rooms, students should indicate the price of room preferred.

ROOM DEPOSIT OF $3.00

A deposit of $3.00 is required for each occupant of dormitory rooms to guarantee the proper care of room and furnishings. The whole, or such part of this fee as may be due after deduction for damage is made, will be refunded to the student upon termination of his stay in school when deposit receipt is approved for refund by the Dean of Women or the Dean of Men as the case may be. The $3.00 room deposit is included in the $5.00 room reservation fee which is paid by the student when room is reserved.

HOW TO APPLY FOR A ROOM RESERVATION IN THE DORMITORIES

Students wishing to engage rooms either in the dormitories or in town should write the Business Agent for "Application for Admission Card" which should be filled out and returned promptly. These applications are filed in the order of their dates and in that order dormitory assignments are issued.

Applications will be received any time after January 1 for rooms for the next year but reservations can be made promptly only for the first semester. During the first semester the dormitories are occupied and applicants for later dates

can be placed only as vacancies occur. For this reason students entering for the second semester and the summer terms may not secure dormitory reservations until it is possible to determine what vacancies there will be for the semester they expect to attend. Usually reservations for the second semester and the summer terms can not be made until a short time before the opening of these terms.

When the student receives a dormitory assignment a fee of $5.00 should be mailed to the Business Agent within ten days to make the reservation permanent. The $5.00 reservation fee includes the $3.00 room deposit which is required of all occupants of dormitory rooms as a guarantee of the proper care of room and furnishings. (See information concerning Room Deposit on page 31). The remaining $2.00 of the reservation fee is applied toward the payment of room rent when the student registers and is deducted from the amount due for rent.

Do not send a reservation fee until you have received a dormitory assignment.

Assignments to dormitories are made by the Business Agent. Assignments to definite rooms are made by the Dean of Women or the Dean of Men, as the case may be, on or before the student's entrance.

The holder of a reservation may receive the refund of the fee by request in writing not later than ten days before the opening of the semester for which reservation is made.

Room reservations are void if not claimed by 12:00 o'clock midnight of Monday of the opening of the semester and the fee is forfeited. Room reservations are not transferable.

An application for transfer of a dormitory reservation to a later semester is entered under the date of the request for transfer, and not under date of the original application.

RULES CONCERNING WOMEN STUDENTS RESIDING IN PRIVATE HOMES

During those terms when the attendance exceeds the capacity of the dormitories the school maintains a list of private homes which agree to take student roomers under conditions

and rates accepted by landladies and the school. All young girls, except those whose homes are in Madison County, are required to room in one of the homes listed.

Students should not engage rooms or board before ascertaining from the school that the landlady's name is on the list. The fact that students have roomed or boarded at a home during some previous year is not necessarily a guarantee that the home is at present on the list. Women students desiring to room with relatives or friends should notify the Dean of Women of such intention as early as possible before coming to secure the school's approval if it can be given.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are alike subject to the regulations, control and supervision of the school.

ROOMS FOR MARRIED COUPLES AND FAMILIES

Among the Richmond homes offering rooms to students many have facilities for light housekeeping, and frequently small homes may be rented furnished and unfurnished. Prospective students desiring such rooming places are advised to communicate with the institution in advance of their entrance that the best possible arrangements may be made.

BOARD

Board is provided in the beautiful new cafeteria in Burnam Hall. This cafeteria is equipped to serve about a thousand students. Cafeteria coupon books, good for $5.00 in board, are on sale at the Business Office at all times and may be purchased as needed. The average cost of board is about $4.50 a week.

Men and women students occupying rooms on the campus are **positively required** to take their meals at the college cafeteria. They are expected to pay for seven cafeteria coupon books in advance at the beginning of each semester and the mid-semester, and for four coupon books in advance at the beginning of each six-week summer term.

These ticket books contain coupons good for $5.00 in board. A special discount of 5% is allowed on coupon books paid for in advance at the opening of each semester, the mid-semester and the summer terms. The amount of board required to be paid in advance at the opening of each semester and mid-semester is $33.00, for which the student will receive seven coupon books good for $35.00 in board. The payment of $19.00 will be required in advance at the opening of each six-week term, for which the student will receive four coupon books good for $20.00 in board.

Students rooming off the campus will receive the benefit of the special discount when purchasing coupon books in the same quantities as required of occupants of the dormitories. **When coupon books are purchased singly, they will be paid for at the rate of $5.00 each, no discount being allowed.**

Positively no cooking, storage or serving of food will be permitted in dormitory rooms. Any student violating this rule may be asked to release his or her room and in the case of such release of room, no room rent will be refunded.

THE INCIDENTAL FEE

Each student pays an incidental fee of $5.00 each semester when he registers, and $2.50 for each summer term. This is not a matriculation or enrollment fee, but is to cover admission to regular athletic games, admission to lecture courses and entertainments, the library fee, the free subscription to the "Eastern Progress," the student newspaper, and contingent expenses.

The incidental fee is paid by all students and is not refunded. After the first two registration days of the semester, late registrants must pay $1.00 additional fee. It pays to be on time.

SPECIAL FEES

Those who take special laboratory subjects will pay the following special fees in advance for the semester:

Home Economics, Meal Planning	$ 9.00
Home Economics, Garment Making, Tailoring and costume design	2.00

Home Economics, Dietetics	2.00
Home Economics, Food Preparation	6.00
Home Economics, Textiles	1.00
Chemistry	5.00
Physics	2.00
Biology	4.00
Botany	2.00
Zoology	4.00
Manual Training	4.00
Pottery	2.00
Handwork	5.00
Typewriting	2.00
Art	5.00
Piano lessons (private instruction, two lessons a week)	27.00
Piano lessons (private instruction, one lesson a week)	13.50
Piano practice (one hour a day)	5.00
Physical Welfare	.50

TUITION FEES

No tuition is charged residents of Kentucky—Non-residents of Kentucky are charged the following rates:

For any one semester	$27.00
For the summer school	18.00

FEES

Necessary Expenses at Eastern for One Semester—18 Weeks, Expenses for Summer School in Proportion

Incidental fee	$ 5.00
Room rent in dormitories	$18.00 to 45.00
Board, approximately	85.50
Total expenses	$108.50 to $135.50

The following expenses are payable in advance for the semester:

Incidental fee	$ 5.00
Room rent in the dormitories	$18.00 to 45.00
Board in the college cafeteria	33.00
Total to be paid in advance on entrance	$56.00 to $83.00

Students who enter the dormitories and have not paid the room reservation fee of $5.00 are required to pay the $3.00 room deposit at the time of registration.

The cost of books and supplies for the semester may be estimated at from $10.00 to $20.00.

All students occupying dormitory rooms pay post office box rent of 50c each semester and summer term.

OPPORTUNITIES FOR EMPLOYMENT TO ASSIST WITH PAYMENT OF EXPENSES

A limited number of students may earn a part of their expenses such as board or room rent by doing various kinds of work for the college such as working in the cafeteria, book store, campus post office, dormitory, information offices, on the school farm, etc. Some students may also find opportunity for employment clerking in Richmond stores and working in restaurants, etc., on Saturdays.

Students are advised not to enter expecting employment of this kind unless they have arranged for it in advance. Students are cautioned against attempting to do such outside work unless they are doing a very high grade of work in their classes and have a physical vigor that makes additional duties possible without endangering their health.

As a general rule students should enter prepared to pay all of their expenses for at least one semester.

TRAINING SCHOOL

The Training School is maintained on the campus as a model elementary and junior high school. It occupies all of Cammack building. There are nine training teachers and about two hundred and thirty pupils. The Training School is the center of the professional work of the institution. It provides opportunities for observation by classes in both theory and professionalized subject matter courses. It is also the laboratory where student teaching is done.

The first consideration in the management of the school is to make of it a good school. To the extent that children receive the best possible educational opportunities, to that extent is the Training School valuable to the State in the training of teachers. Modern methods of teaching are demonstrated and opportunity is given for the development of such skills, techniques and controls as are considered essential for those taking out the Standard Certificate or a degree.

Since the Training School is in session for only a ten months school year, its facilities for student teaching are limited during the first summer term of the college. There-

fore student teaching can be given during the first summer term to a limited number and is restricted to those who have been unable to attend during the two preceding semesters and who are compelled to have this work in order to receive the Standard Certificate or a degree. It is recommended that all who can should take student teaching during the nine months school year, and that others should reserve a place by letter if they must have the work in the summer term.

RURAL DEMONSTRATION SCHOOL

At the close of the school year, 1928-29, the contract with Madison County Board of Education for the control and supervision of the two rural schools, Kavanaugh and Green's Chapel, expired. The use of these two schools for demonstration and student teaching has been discontinued. At the same time the Board of Regents authorized the construction of a model, one-teacher rural school building on the college farm near the campus.

This building proposes to set a standard for a one-teacher building and equipment which may be reproduced by various counties in Kentucky at a reasonable cost. It complies with the most improved standards of school architecture, schoolroom equipment, and landscaping of the school grounds.

The children attending this school are rural children representing all eight grades. The teacher in charge is an expert rural training teacher who demonstrates in her teaching what this institution considers to be the best methods of instruction and the best type of organization for a one-teacher rural school.

This model school is used for purposes of observation by classes of students who are preparing to teach in the rural schools of Kentucky. It is also available for inspection by county superintendents, supervisors and others interested in the problems of rural education.

DISCIPLINE

Eastern is responsible to the State for the character and scholarship of its graduates—those who are to teach in the public schools. The institution will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, of if they are found unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls here with the assurance that their safety, their general culture and their education will be carefully guarded.

CHRISTIAN ASSOCIATIONS

The institution is not denominational in any sense. Its positive influence, however, is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday Schools in the city. The Young Men's Christian Association and the Young Women's Christian Association have a large membership. The Young Women's Christian Association meets every Sunday evening in a devotional meeting. These organizations are doing a great work in the school and new students should join them and become active workers. Vespers will be conducted on the campus each Sunday evening during the Summer School for the entire summer.

CONCERT SERIES

It is the purpose of Eastern to surround her students with every cultural advantage. To this end much time and effort as well as large sums of money are expended to provide the finest concerts and programs. The foremost talent is employed in order that the students of Eastern may know and enjoy good music as interpreted by finished artists. Each student is able to attend these concerts without additional expense.

PUBLICATIONS

The Milestone, established 1922, is an annual published each year by representatives of the senior class. This publication contains photographic and statistical records of all organizations and events of the college year. The staff consists of an editor-in-chief, associate editor, art, literary, photographic, advertising, society and joke editors and a business manager. Elections to the editorial department are part competitive and part elective by the class.

The Eastern Progress—Another very important publication, established in 1922, is The Eastern Progress, the newspaper of the College. Work on this paper calls for "covering" lectures, meetings, athletic games and events not in regular routine. Members of the faculty make frequent contributions on their various fields of study. This publication not only contains news of interest to the student, but articles that will interest alumni and teachers throughout Kentucky.

These publications offer widespread opportunities for the energies and talents of men and women who do not possess dramatic or athletic ability. You will find that your work on these publications will give you an unrivalled opportunity to become acquainted with your surroundings and your college mates.

Eastern Kentucky Review—This publication is the official bi-monthly review published by the College. It is edited by the Faculty. If you are interested write for it.

STUDENT ORGANIZATIONS

Literary Societies—There are five literary societies at Eastern; namely, the Horace Mann Literary Society, the Ruric Nevel Roark Literary Society, the Men's Club, the Neon Krypton Literary Society, and the Rural Life Club.

The Ruric Nevel Roark Society is a normal school society and has been named in honor of the first president of Eastern.

The Horace Mann Society is maintained exclusively by College students and has been named after Horace Mann, the great champion of common schools in America.

Membership in all of these societies is voluntary, but the most efficient and capable students are found identified with one of these organizations. The societies are self-governing and meet on Thursday evening.

The Little Theatre Club—The widespread revival of interest in community and school dramatics, and the growth of the Little Theatre movement throughout the country and especially in Kentucky, has resulted in the establishment of a Little Theatre Club at Eastern. The L. T. C. has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived

only from special activities. The Club offers an excellent opportunity for developing business and administrative ability, talents in scene-design and stage-construction, and dramatic ability in enacting the Club plays. The membership, drawn from the entire student body, is elective, each applicant presenting a tryout before the Club members. The local club is a unit in The Drama League of America.

MUSICAL ORGANIZATIONS

Eastern Community Chorus—Membership in the chorus is open to every student at Eastern; the sole requirement is the possession of the song book used for this work. Rehearsals are held once a week and are thirty minutes in length.

Eastern Male Chorus—Membership in this organization is limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition. After all applicants have been tested the names of those who were successful will be posted. The best arrangements of music for male voices will be studied.

Eastern Madrigal Club—Membership in this organigation will be limited to twenty. Applicants for membership must apply in person to the Director of Music for an audition. After all applicants are tested the names of those who are successful will be posted.

Eastern School Orchestra—The following instruments will be admitted to the orchestra upon evidence of ability of student to play them in an acceptable manner: violin, violincelli, cornet, trombone, clarinet, flute, piccolo, piano, saxaphone, tuba, string bass, side drum, bass drum. All students applying for membership are required to apply in person to the Director of Music and, if required, to give evidence of their ability to read music.

ATHLETICS

It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

ALUMNI ASSOCIATION

The purpose of this organization is to promote fellowship among the ever-increasing number of graduates and to stimulate a mutual interest between the institution and her former students. Now that the school has been given the right to become a Teachers College, the association expects to see many of its members returning to the campus.

All members of the Alumni Association are to remain members regardless of the work completed at the time they were accepted into membership. After September 1, 1929, completion of the requirements for a degree shall be a prerequisite to membership for all new members.

APPOINTMENTS

Students may receive appointments from their County Superintendents or their City Superintendents. Appointments are good until all courses are completed.

ATTENDANCE AT COMMENCEMENT

All students who are candidates for the Standard Certificate and those who are candidates for a degree are required to participate in the commencement exercises unless excused by the President. Commencement exercises will be held at the close of the second semester and the close of the second summer term.

WHO MAY PARTICIPATE IN COLLEGE COMMENCEMENT EXERCISES

Participation as students in college commencement exercises is restricted to those who have satisfied the requirements for the Standard Certificate or for a degree at the time of commencement. Students who satisfy those requirements at times other than the second semester will receive their certificates of their degrees immediately following the completion of the work and will be regarded as of the graduating class immediately succeeding the completion of the work.

WITHDRAWALS

Students who leave school without the consent of the President are automatically suspended from the school. This does not apply at the regular time for closing.

LATE ENTRANCE

Students entering after Wednesday of the first week of a term will be charged an additional fee of $1.00. Those entering after the first day of the second week of a semester will be placed on a reduced schedule. No one may enter for credit after one-fifth of the semester has expired. Students entering after the third day of a term of summer school will be placed on a reduced schedule, and the fifth day of a term of summer school will be the latest date to register for credit.

EXTENSION DIVISION

Through the Extension Division the Institution provides correspondence and extension class instruction, appointment service, lecturers and various types of public school service.

Extension Classes—Regular members of the faculty conduct extension classes in cities and communities where teachers desire to pursue work in class groups in practically the same way as they would in residence. Instruction cost of an extension class is apportioned among the members of the class and, therefore, the cost to each student varies with the number in the class.

Correspondence Courses—Correspondence courses are prepared and conducted by regular members of the faculty and are, in so far as possible, identical with residence courses.

Bureau of Appointments—Through the Bureau of Appointments the Institution aims to assist both teachers and employers in securing better positions and better trained teachers. Special consideration is given to the graduates of Eastern. All the services of the Bureau of Appointments are free.

The Extension Division Bulletin—The Extension Division Bulletin gives full information concerning correspondence and extension class instruction and all the facilities of service of this Division. This bulletin may be had upon request.

PART II

TEACHERS COLLEGE

TEACHERS COLLEGE

ADMISSION TO THE TEACHERS COLLEGE

Candidates for admission to the Teachers College must have on file in the Registrar's Office at time of registration, an official transcript from an accredited high school showing a minimum of fifteen units of acceptable work. The fifteen units must include a minimum of three units in English, one unit in algebra and one unit in plane geometry. The other ten units must be from the group listed below.

Candidates for admission to the Teachers College who have completed high school work in non-accredited institutions may validate their work by taking an examination before the committee in this institution. All candidates who successfully complete these examinations to validate work so distributed as to meet the requirements stated above are regularly admitted to the college department.

Experienced teachers over twenty-one years of age who are unable to meet the requirements stated above are admitted to such work as they are qualified to take, but no certificate or degree will be issued until the full entrance requirements have been met.

ENTRANCE SUBJECTS

The credit offered for admission to the Teachers College must be taken from the list of subjects given below. The numbers indicate the amount that may be offered in each subject.

English	3	to 4	Domestic Science	½	to 3
Algebra	1	to 2	French	1	to 3
Plane Geometry		1	German	1	to 3
History	½	to 3½	Spanish	1	to 3
Greek	1	to 3	Chemistry	½	to 1
Latin	1	to 4	Physics	½	to 1
Civil Government		½	Physical Education	½	to 1
Botany	½	to 1	Commerc'l Geography	½	to 1
Solid Geometry		½	Arithmetic	½	to 1
Trigonometry		½	Bookkeeping	½	to 1
Physical Geography	½	to 1	Manual Training	½	to 1
Zoology	½	to 1	Drawing		½
Psychology or Pedagogy	½	to 1	Physiology	½	to 1
Political Economy		½	General Science	½	to 1
Agriculture, General	½	to 3	Stenography	½	to 1
Biology	½	to 1	Mechanical Drawing	½	to 1

SYSTEM OF GRADING

All grades are reported in letters on a five-point scale; highest, A; next highest B; middle group, C; next lowest groups, D and Z; lowest group F. The following is the interpretation placed upon the grading:

A—Excellent, valued at 3 points for each semester hour.
B—Good, valued at 2 points for each semester hour.
C—Average, valued at 1 point for each semester hour.
D—Poor, gives no points but gives credit toward certificate or degree if with such credits the student's standing is 1 or more.
I—Incomplete.
Z—Conditioned.
F—Failure, valued at 0 points for each semester hour.

The grades A, B, C, D, F, cannot be changed by an instructor. Each grade of I is changed by the instructor when the work has been completed. The grade of Z shall represent an attainment inferior to that of "D" and shall not entitle the pupil to any credit but shall promote him to a sequent course in the same department specified by the instructor or head of the department. On completion of this sequent course with a grade of D or higher, the Z shall be changed automatically to a grade of D. The standing of a student is defined as the ratio of his total number of points to his total number of hours. For any certificate of college rank or for a degree a student must offer a number of grade points at least as great as the number of semester hours.

EXPLANATION OF CREDITS

All work in the college is measured in semester hours, a semester hour being eighteen fifty-minute recitations. College subjects have different values determined by the number of hours of recitations per week. The semester hour value of each course is stated in the catalog.

THE STUDENT LOAD

In the teachers college in a semester the usual load is sixteen semester hours; the maximum is eighteen semester hours, and the minimum for a full time student is twelve hours. In a summer term of six weeks the usual load is six semester hours; the maximum is eight, and the maximum for two summer terms in the same year is fourteen semester hours. The student who has average ability to carry work and in normal health should register for a normal load. The very superior student with normal health may, with a good record already established, carry the maximum load. The student with ability below average, or in poor health, should register for less than the usual load.

STANDARD OF WORK

The minimum standard of achievement to enable a student to remain in the college without question shall continue to be for a semester: eight semester hours credit and ten grade points; and for a summer term: four semester hours of credit and four grade points.

(a) Failure to meet these minimum standards shall automatically exclude the student from subsequent registration except that in case of a freshman with a smaller amount of credit than sixteen semester hours at the time of registration for the semester or the summer term in which the failure is made. Such freshman may be registered for such load as the Dean may assign provided that the load shall not be less than 8½ semester hours nor more than 18½ semester hours in a semester; and not less than 3¼ semester hours nor more than 6¼ semester hours in a summer term of six weeks. In each such case of reregistration a specific authorization of load shall be entered on record by the Dean. The regular or routine approval of the program is not sufficient. The student is held responsible for getting the Dean's specific authorization.

(b) The foregoing rule setting forth automatic exclusion because of failure to meet the minimum standards may be waived by a permanent committee appointed by the President,

authorized to exercise such waiver. The committee at its discretion may waive the rule and authorize the reregistration of persons with credit sufficient to classify them above the freshman year in case of failure to meet the minimum standards in one semester or summer term.

(c) The committee at its discretion may permit by waiver the reregistration of a person in the freshman year after that person has been readmitted once and had a load assigned by the Dean as provided in (a) above and has failed the second time to meet the minimum standard.

(d) Rules a, b, and c shall go into effect September 1, 1929.

(e) Students failing to meet these minimum standards before September 1, 1929 shall continue to be controlled by the rule in operation April 1, 1929, but beginning September 1, 1930, all such cases shall be under the jurisdiction of the committee on waivers.

REQUIREMENTS FOR DEGREE AND COLLEGE CERTIFICATE

Residence: The candidate for a degree must have completed a minimum of thirty-six weeks in residence, at least eighteen weeks of which must have been in senior year.

MINIMUM DEPARTMENTAL REQUIREMENTS

Prescribed by the Normal Executive Council

Education	18 hours
English	12 hours
Social Science	12 hours
Science	12 hours
Mathematics	7 hours
Total	61 hours

MAJOR AND MINOR REQUIREMENTS

Prescribed by the Normal Executive Council:

Major:	Minimum 24	First Minor:	Minimum 18
	Maximum 34	Second Minor:	Minimum 12

The college will exercise the right of requiring that the work in major and minor fields be unified, coherent, and reasonably near to complete. In the case of majors or minors regarded as faulty the student will be required to do supplementary work even though that requirement may demand a greater amount of credit than is usually offered by the candidate for a degree.

SUGGESTIONS REGARDING MAJORS, MINORS AND PREREQUISITES

1. The major subject should be the subject that the student is most likely to teach. The first minor should be the subject that he is next likely to teach, and the second minor should be either the third in point of likelihood or the one that provides the prerequisites.

2. When the major is selected the minors ought usually to be in closely related fields, such as:

Major	Eng.	Soc. Sci.	Agr.	Home Ec.	Chem.	Phys.
First Minor	Soc. Sci.	Eng.	Biol.	Chem.	Phys.	Math.
Second Minor	For. Lang.	For. Lang.	Chem.	Phys. Ed.	Math.	Chem.

SELECTION OF MAJOR AND MINOR SUBJECTS

Each candidate for a degree must file with the Registrar his elections of Major and Minors bearing the endorsement of the Dean. Any change in Major or Minors must likewise bear the endorsement of the Dean.

The final selection of Major and Minors must be made not later than the first semester of the junior year of college studentship and may not be changed later than one semester before graduation.

CURRICULUM LEADING TO THE DEGREE AND COLLEGE CERTIFICATE

Primary Grades

First Semester		Second Semester	
Education 102	3	Biology 161	3
English 166	1	Education 111	3
English 101	3	English 102	3
Music 162	2	Industrial Arts 165	2
Physical Welfare 100 or 101	3	Physical Welfare 111	½
Physical Welfare 110	½	Social Science 102	3
Biology 121	4	Elective	2
Handwriting	0		
	16½		16½

Third Semester

Art 161	3
English 161	2
English 212	3
Geography 101	3
Physical Welfare 111	½
Social Science 103	3
Elective	2
	16½

Fourth Semester

Agriculture	2
Education 114	3
English 212	3
Mathematics 161	2
Physical Welfare 111	½
Social Science 161	3
Elective	3
	16½

Fifth Semester

English 164	3
Elective	13
	16

Sixth Semester

English 301	3
Elective	13
	16

Seventh Semester

Education 262	2
Elective	14
	16

Eighth Semester

Education 341	3
Education 263	5
Elective	8
	16

CURRICULUM LEADING TO THE DEGREE AND THE COLLEGE CERTIFICATE

Upper Grades and High School

First Semester

Education 102	3
English 101	3
English 166	1
Physical Welfare 101 or 100	3
Physical Welfare 110	½
Science	3-5
Elective	3-1
Handwriting	0
	15½-17½

Second Semester

English 102	3
Physical Welfare 111	½
Science	3-5
Social Science 102	3
Elective	7-5
	16½

Third Semester

English 211	3
Physical Welfare 111	½
Social Science 103	3
Elective	10
	16½

Fourth Semester

English 212	3
Physical Welfare 113	½
Social Science 122	3
Elective	10
	16½

Fifth Semester

Education 111	3
Elective	13
	16

Sixth Semester

Education	3
English 301	3
Elective	10
	16

Seventh Semester

Education 162	2
Elective	14
	16

Eighth Semester

Education 263	5
Elective	11
	16

CURRICULUM LEADING TO A BACHELOR OF SCIENCE DEGREE IN EDUCATION WITH A MAJOR IN HOME ECONOMICS

Freshman Year

First Semester

Biology 121	4
Education 102—Introduction to Teaching	3
English 101—Freshman English	3
English 166—Library Methods	1
Home Economics 211—Textiles	2
Physical Welfare 110—Recreation	½
	16½

Second Semester

Chemistry 211—General	5
English 102—Composition	3
Home Economics 103—Source, Selection and Cost of Foods	2
Home Economics 111—Garment Construction	3
Physical Welfare 101—Sanitary Science	3
Physical Welfare 111—Recreation	½
	16½

Sophomore Year

First Semester

Chemistry 212—Inorganic	5
Education 111—Psychology	3
Home Economics 101—Food Preparation	3
Home Economics 112—Dressmaking	2
Physical Welfare 112—Recreation	½
Social Science 102—American History	3
	16½

Second Semester

Art 161—Drawing	3
Education 114—Child Psychology	3
Home Economics 102—Meal planning and Serving	3
Home Economics 224—Household Equipment	2
Mathematic 163—Arithmetic	2
Physical Welfare 113—Recreation	½
Social Science 103—American History	3
	16½

Junior Year

First Semester		Second Semester	
Art 372—Applied Art	3	Education 361—Teaching of General Science	
Biology 381—Physiology	4	or	
Chemistry 214—Food and Nutrition	5	Education 362—Teaching of Chemistry	
Education 262—Observation and Methods	2	or	
Mathematics 241—Statistics and Graphs	2	Education (Elective)	3
		Home Economics 222—The House	3
		Home Economics 315 — Clothing Design	3
		Home Economics 361 — Principles of Home Economics Education	2
		Mathematics Elective	3
		Social Science 122—Principles of Economics	3
	16		17

Senior Year

First Semester		Second Semester	
English 211—Literature	3	English Elective	2 or 3
Home Economics 201 — Dietetics	3	Education 263 — Student Teaching	5
Home Economics 231 — Home Nursing		Electives	4
or		Home Economics 321 — House Management	5
Home Economics 331 — Child Care	2		16 or 17
Home Economics 316 — Tailoring	2		
Physical Welfare 303 — Bacteriology	5		
Social Science 321—Sociology	3		
	18		

CURRICULUM LEADING TO DEGREE WITH MAJOR IN COMMERCIAL EDUCATION

First Semester	
Commercial Education 122	4
Commercial Education 151	2
Commercial Education 121	2
Commercial Education 131	1
Education 102	3
English 101	3
English 166	1
Physical Welfare 110	½
	16½

Second Semester	
Commercial Education 123	4
Commercial Education 115	3
Commercial Education 152	2
Commercial Education 132	1
Education (Elective)	3
Physical Welfare 111	½
Social Science 122	3
	16½

Third Semester	
Commercial Education 241	3
Commercial Education 116	3
Commercial Education 224	3
Commercial Education 207	1
Education (Elective)	3
English (Elective)	3
Physical Welfare 112	½
	16½

Fourth Semester	
Commercial Education 203	3
Commercial Education 261	3
Commercial Education 209	3
Physical Welfare 113	½
Social Science	3
Elective	4
	16½

Fifth Semester	
Commercial Education 205	3
Commercial Education 242	2
Education (Elective)	3
Science (Elective)	5
Social Science	3
	16

Sixth Semester	
Commercial Education 206	3
Commercial Education 201	3
Social Science 321	3
Elective	7
	16

Seventh Semester	
Commercial Education 343	3
Commercial Education 225	2
English (Elective)	2 or 3
Mathematics (Elective)	3 or 4
Science (Elective)	3 to 5
	16

Eighth Semester	
Commercial Education 263	2½
Education 263	2½
Mathematics (Elective)	3
Mathematics 241	2
Elective	6
	16

TWO-YEAR CURRICULUM

The two-year curriculum is designed to meet the requirements of those students who must leave school at the junior college level. Some of the courses listed in the two-year curriculum might well be postponed until the junior or senior year if the student plans to remain in school long enough to complete the four-year curriculum. It is becoming more difficult each year for teachers with less than the bachelor of arts degree to secure commercial teaching positions.

FOUR-YEAR CURRICULUM

The four-year curriculum for the first and second years is the same as the two-year curriculum. With the approval of the head of the department, some courses listed in the first two years may be taken during the junior or senior year; in fact, this may be desirable. At least one course in each of shorthand and accounting should be taken during the last year the student is in school.

REQUIREMENTS FOR THE STANDARD CERTIFICATE

Departmental Requirements for the Standard Certificate

Prescribed by Normal Executive Council

	Minimum hours required.	Maximum hours accepted.
Agriculture	2	12
Art	1	6
Education	12	18
English	9	16
Geography	3	9
Health	2	6
Mathematics	2	16
Music	1	12
Physical Education	1	4
Science	6	20
Social Science	6	12

In addition to meeting the minimum requirements the applicant must have completed one of the outlined curricula for the Standard Certificate and secured a pass in handwriting. The requirement in handwriting becomes effective in all cases September, 1929.

TWO-YEAR COLLEGE CURRICULUM LEADING TO THE STANDARD CERTIFICATE

Primary (Grades I to IV inclusive)

First Semester	
Biology 121	4
Education 102	3
English 101	3
English 166	1
Music 162	2
Physical Welfare 101	3
Physical Welfare	½
Handwriting	0
	16½

Third Semester	
Agriculture	3
Education 262	2
English 212	3
English 161	2
Geography 101	3
Home Economics 101	3
Physical Welfare 112	½
	16½

Second Semester	
Art 161	3
Biology	2 or 3
Education 111	3
English 102	3
Industrial Arts 165	2
Physical Welfare 111	½
Social Science 102	3
	17½

Fourth Semester	
Education 263	5
English 164	3
Geography 271	2
Mathematics 161	2
Physical Welfare 113	½
Social Science 161	3
	15½

THIRD AND FOURTH YEAR CURRICULUM

(For Those Who Have Completed the Foregoing Two-Year Curriculum and Returned After an Interval of Teaching to Prepare Themselves Further for Teaching)

Fifth Semester	
Education 114	3
English 211	3
Social Science 103	3
Electives	7
	16

Seventh Semester	
English 301	2
Electives	14
	16

Sixth Semester	
Electives	13
Social Science 122	3
	16

Eighth Semester	
Education 341	3
Electives	13
	16

TWO-YEAR COLLEGE CURRICULUM LEADING TO THE STANDARD CERTIFICATE

Upper Grades (Grades V to VIII Inclusive)

First Semester

Biology 121	4
Education 102 or 121	2 or 3
English 101	3
English 166	1
Music 163	2
Physical Welfare 101 or 100	3
Physical Welfare 110	½
Handwriting	0
	15½-16½

Second Semester

Arts 161 or Industrial Arts	3
Education 111	3
English 102	3
Mathematics 163	2
Physical Welfare 111	½
Science	2 or 3
Social Science 102	3
	16½-17½

Third Semester

Agriculture	3
Education 262	2
English 211	3
Geography	3
Home Economics or Industrial Arts	3
Physical Welfare	½
Social Science 103	3
	17½

Fourth Semester

Education 263	5
English 164 or 163	3
English 165	3
Geography	2
Physical Welfare 113	½
Social Science 111	3
	16½

TWO-YEAR COLLEGE CURRICULUM LEADING TO THE STANDARD CERTIFICATE

Rural (Grades I to VIII inclusive)

First Semester

Biology 121	4
Education 102 or 121	2 or 3
English 101	3
English 166	1
Music 161	2
Physical Welfare 101 or 100	3
Physical Welfare 110	½
Handwriting	0
	15½-16½

Second Semester

Art 161	3
Education 111	3
English 102	3
Mathematics 162	2
Physical Welfare 111	½
Social Science 161	3
Science	2 or 3
	16½-17½

Third Semester	
Agriculture 243	3
Education 262	2
English 211	3
Geography	3
Industrial Arts	1-3
or Home Economics	2-3
Physical Welfare 112	½
Social Science 102 or 103	3
	15½-17½

Fourth Semester	
Education 263	5
English 161	2
English 164 or 165	3
Geography	2
Physical Welfare 113	½
Social Science 103 or 111	3
	15½

REQUIREMENTS FOR COLLEGE ELEMENTARY CERTIFICATE

Candidates for the College Elementary Certificate must have completed the work outlined below.

Students who are not planning to take the College Elementary Certificate at the close of the first semester of residence should follow the first semester outlined for one of the Standard Certificate curricula.

CURRICULUM FOR THE COLLEGE ELEMENTARY CERTIFICATE

Education 102	3
English 101	3
English 164	3
Geography	3
Mathematics 161, 162, or 163	2
Music 161 or 162	2
Physical Welfare 110	½
Handwriting	0
	16½

DEPARTMENT OF AGRICULTURE

TEACHERS COLLEGE COURSES

Mr. Carter Mr. Gumbert

Agriculture 111. (Formerly 103.) Farm Crops. (3 hours.) First semester—M., W., F., first period.

Purpose: This course is designed to give the student a practical knowledge of the best methods in the selection, production and disposition of the cereal and forage crops of the region.

Topics: Cereal and forage crops; crop improvement; storage and marketing; crop rotation; judging grain; testing seeds.

Agriculture 315. (Formerly 104.) Soils. (3 hours.) Not offered 1929-30.

Purposes: To give the student a thorough knowledge of soil physics and soil management; to summarize the best principles and methods of soil improvement and fertility.

Topics: A study of the properties and management of soils; harrowing and cultivation; organic matter, bacterial action and optimum conditions for growth of plants; the origin, the weathering and types of soil; plant foods; crop requirements and fertilizers; rotation of crops.

Agriculture 121. (Formerly 109.) Feeds and Feeding. (3 hours.) Second semester—M., W., F., sixth period. First summer term—Daily, seventh period. (2 hours.)

Purposes: To give the student a thorough knowledge of the cost, composition and comparative feeding values of feeds; to point out the uses of the food nutrients and the parts they play in growth, maintenance and production of the product; to study the feed requirements of the various farm animals and how to balance rations to suit their needs.

Topics: Digestive systems of farm animals; digestion; composition and digestibility of various feeds; origin and history of scientific feeding; methods and principles of calculating and balancing rations; home grown feeds such as corn, oats, wheat, rye, barley and their by-products, also roughages such as silage, straw, corn fodder, grass hays and the important legumes with the object to balance rations at least cost.

It is recommended that Biology 181 and Chemistry 214 or 211 be taken as a prerequisite to this course.

Agriculture 123. Market Milk. (3 hours.) Second semester—Lecture, M., W., eighth period. Laboratory, F., seventh and eighth period. First summer term. (2 hours.)—Lecture, M., W., F., second period. Laboratory, Tu., Th., second and third periods.

Purpose: To study the problems that confront producers and distributors of market milk and milk products.

Topics: Market milk; milk as a food, milk in its relation to public health; bacteriology of milk; dairy farm inspection; scoring milk and cream; cost of milk production; milk plants; pasteurization; refrigeration, etc.

Agriculture 126. (Formerly 111.) Farm Poultry. (3 hours.) Second semester—M., W., F., second period.

Purpose: This course is planned to give the teacher that desire and knowledge necessary to initiate the best methods in the establishment, improvement, care, feed and management of poultry in his community.

Topics: Breeds; poultry house construction; feeds; balanced rations; poultry diseases; egg production; meat production; culling of flock; pests; grading and marketing poultry products.

Agriculture 224. Dairy Husbandry. (3 hours.) First semester—M., W., F.. seventh period. Second summer term—Daily, fourth period. (2 hours.)

Purpose: To bring the student into close contact with the dairying business.

Topics: Dairy breeds; judging; breeding; feeding; calf raising; pedigrees; advanced registry; dairymen's associations; dairy barn construction; equipment, etc.

Agriculture 228. (Formerly 110.) Swine and Pork Production. (3 hours.)

Purpose: To teach the best practices and principles involved in the economical production of pork on the farm.

Topics: Feeding and handling the herd in the breeding season; the management and feeding of the breeding herd in the winter; care, feed and management of the sow and litter; feeding and care of growing and fattening pigs; choosing a forage crop and methods of feeding on forage; grains and corn substitutes for growing and fattening pigs. Considerable time is spent in a study of breeds, principles of breeding, judging, markets, and the prevention of hog diseases. Frequent trips are made to study the practices of successful hog raisers.

Agriculture 131. (Formerly 105.) General Horticulture. (3 hours.) Second semester—M., W., F., fourth period.

Purpose: The purpose of this course is to acquaint the student with the best methods and practices in the care and management of the farm orchard and vegetable garden.

Topics: Equal time is devoted to a study of fruit and vegetable production. The farm orchard is taken as a basis and laboratory for the study of selection of type of soil, site, grafting and budding, planting, fertilizing, cultivation and general management of the orchard with special work in prunning and spraying. Small fruits also receive some attention. Assigned library references and practical work with hotbeds and cold frames in the production of early vegetables result in a working knowledge of gardening.

Agriculture 241. (Formerly 107.) Agriculture Economics. (2 hours.) Second summer term—Daily, fifth period.

Purpose: The purpose of this course is to give the student an idea of the economics which may be introduced into the agricultural industry and of the different elements composing the resources of the farmer.

Topics: Farm operation; farm equipment; the size of farms; farm labor and wages; farm credit; insurance needs of the farmer; tenant farming; rent and profit; marketing; farm products; crop estimate and forecasts; price fixing and the cost of farm products; the social side of farm life; the future of the farmer, etc.

Agriculture 243. Rural Sociology. (3 hours.) First semester—M., W., F., fourth period. Second summer term—Daily, sixth period. (2 hours.)

Purpose: To study conditions and influences that affect the welfare of rural people.

Topics: Rural life; movements of population; isolation of rural people; agricultural production; farm tenancy; rural health; rural homes; rural churches, etc.

Agriculture 245. (New) Farm Records and Accounts. (3 hours.) First semester—M., W., F., second period.

Purpose: To give the student practice in applying the fundamental principles and knowledge of good business methods in farm enterprises.

Topics: Ruling and preparing farm records; private personal accounts; financial statement; principles of double entry; journalizing, posting, trial balance and balance sheet; closing the ledger; bills receivable and bills payable; banking; the business letter, business forms and office equipment. Special exercises with farm inventory, financial statements, cost accounts of crops and live stock, and annual statement.

Agriculture 347. (Formerly 106.) Farm Management. (2 hours.) Second summer term—Daily, second period.

Purpose: This course is intended to enable the student to recognize symptoms, diagnose the ailments of unsuccessful farms and prescribe remedies.

Topics: Personal characteristics desirable for a farmer; profits; cost of living on farms; types of farming; maintaining the fertility of the soil; live stock problems; distribution in the farm enterprises; farm labor; renting land; farm equipment. Desirable farm layouts and cropping systems are examined with special study of some successful and unsuccessful farms.

Agriculture 251. (Formerly 114.) Farm Engineering. (3 hours.) To be offered on demand. A course involving a study of farm machines, their operation and care; farm structure; use of concrete on the farm, and the principles of drainage.

Agriculture 161. (New.) Survey Course in Agriculture. Not to be offered during 1929-30. The course will include a survey study of the types of farming in the various sections of Kentucky. The prospective teacher is expected to secure such knowledge as will be of distinct use to him in the selection of those courses in agriculture which will be of particular value in the teaching of agriculture.

Agriculture 163. (Formerly 100.) General Agriculture. (3 hours.) First semester—Section 1, Tu., Th., S., second period. Section 2, M., W., F., fourth period. Second semester—Section 1, Tu., Th., S., first period. Section 2, Tu., Th., S., third period. First summer term, (2 hours.)—Section 1, daily, fifth period. Section 2, daily, eighth period. Second summer term—Daily, fourth period.

Purpose: A course primarily intended for those students who expect to teach agriculture in the seventh and eighth grades.

Topics: This course consists of a broad general study of soils, cereal and forage crops, live stock, poultry and vegetables. Much emphasis is placed on correlation, lesson plans, method and procedure of teaching seventh and eighth grade agriculture. This course should be helpful to county school superintendents and principals of rural schools as well as grade teachers. Use is made of some elementary text, bulletins and assigned reading.

Agriculture 365. (Formerly 120.) The Teaching of High School Agriculture. (3 hours.) Not to be offered during 1929-30.

DEPARTMENT OF ART

TEACHERS COLLEGE COURSES

Miss Gibson

Art 251. Advanced Freehand Drawing. (3 hours.) First semester —Tu., Th., S., third and fourth periods.

Purpose: Continuation of Art. 161.

Topics: Charcoal drawing; blackboard drawing; pen and ink drawings.

Art 252. Drawing and Painting. (3 hours.) Second semester—M., W., F., first and second periods. Second summer term—daily, second and third periods. (2 hours.)

Purpose: To give the students the fundamentals of oil painting.

Topics: Mixing colors; applied designs; landscape composition.

Art 161. Public School Art. (3 hours.) First semester—Section 1, Tu., Th., S., first period. Section 2, M., W., F., sixth period. Second semester—Section 1, Tu., Th., S., first period. Section 2, Tu., Th., S., third period. Section 3, M., W., F., sixth period. Section 4, M., W., F., seventh period. First summer term (Credit 2 hours during summer term.)—Section 1, daily, sixth period. Section 2, daily, seventh period. Second summer term, daily, fifth term.

Purpose: To present the fundamental principles of drawing and design from the professional point of view.

Topics: Color study; picture study; illustration; poster making projects.

Art 372. Applied Design. (3 hours.) First semester, M., W., F., first and second periods.

Purpose: The purpose of this course is to develop skill in the application of the principles of design.

Topics: Decoration of common objects; creative design; color as related to costumes and interior decoration.

Art 291. Art Appreciation. (3 hours.) First semester—M., W., F., seventh period. Second semester—Tu., Th., S., fourth period. First summer term—daily, fourth period. (2 hours.)

Purpose: The purpose of this course is to enable the student to interpret, select, and enjoy fine art in its various forms.

Topics: Analysis of pictures; sculpture; architecture; textiles and furniture.

DEPARTMENT OF BIOLOGY

TEACHERS COLLEGE COURSES

Mr. Rumbold — Miss Pearson
Mr. Carter — Mr. Farris

Biology 121. (Formerly 109.) General Biology. (4 hours.) First semester—Section 1, Lecture, Tu., second period. Section 2, Lecture, Tu., sixth period. Section 1, Quiz, M., sixth period. Section 2, Quiz, M., seventh period. Section 3, Quiz, M., eighth period. Section 4, Quiz, Th., first period. Section 5, Quiz, Th., second period. Section 6, Quiz, Th., sixth period. Section 1, Laboratory, M., F., first and second periods. Section 2, Laboratory, M., F., fifth and sixth periods. Section 3, Laboratory, M., F., seventh and eighth periods. Section 4, Laboratory, Tu., Th., first and second periods. Section 5, Laboratory, Tu., Th., third and fourth periods. Section 6, Laboratory, Tu., Th., fifth and sixth periods. Section 7, Laboratory, Tu., Th., seventh and eighth periods. Section 8, Laboratory, W., seventh and eighth periods, and S., second and third periods. Second semester—Lecture, Tu., sixth period. Section 1, Quiz, M., sixth period. Section 2, Quiz, M., seventh period. Section 3, Quiz, Th., sixth period. Section 1, Laboratory, M., W., first and second periods. Section 2, Laboratory, M., W., seventh and eighth periods. Section 3, Laboratory, W., F., fifth and sixth periods. Section 4, Laboratory, Tu., Th., seventh and eighth periods. First summer term—Lecture, M., W., F., fourth period. Section 1, Quiz, Tu., Th., second period. Section 2, Quiz, Tu., Th., fourth period. Section 1, Laboratory, daily, first and second periods. Section 2, Laboratory, daily, fifth and sixth periods. Section 3, Laboratory, daily, seventh and eighth periods.

An elementary course intended to give a general survey of the plant and animal kingdoms.

Biology 325. (New.) Genetics. (2 hours.) First summer term, daily, sixth period. Prerequisite: Biology 121, 231 or 241.

A study of the principles of inheritance and variations in plants and animals.

Biology 231. (Formerly 105.) General Botany. (4 hours.) First semester—Lecture, M., F., second period. Laboratory, Tu., Th., fifth and sixth periods. Second summer term—Lecture, daily, fourth period. Laboratory, daily, first and second periods.

This is an introductory course in botany. The first half of the course will be devoted to a study of the structure, physiology and ecology of the seed plants; the second half will consist of a study of one or two representatives from the different divisions of the plant kingdom. Some field work will be done.

Biology 232. (Formerly 106.) Advanced General Botany (4 hours.) Second semester—Lecture, Tu., Th., third period. Laboratory, Tu., Th., fifth and sixth periods. Prerequisite: Biology 231.

This course may be taken as a continuation of Biology 231. It will be devoted to a study of the structure and reproduction of the seed and non-seeding bearing plants. Classification and identification of the seed plants will constitute a portion of the laboratory work. Some field work will be done.

Biology 233. (New.) Plant Diseases. (3 hours.) Offered on demand.

Biology 241. (Formerly 107a.) General Zoology. (4 hours.) First semester—Lecture, M., F., fourth period. Laboratory, Tu., Th., seventh and eighth periods.

A study of the invertebrates. Typical specimens from the various phyla will be chosen for laboratory work.

Biology 242. (Formerly 107b.) Comparative Anatomy. (4 hours.) Second semester—Lecture, M., W., fourth period. Laboratory, Tu., Th., third and fourth periods. Prerequisite: Biology 241 or Biology 121.

A detailed study of the structure of vertebrates. The laboratory work consists of the dissection and comparison of a number of vertebrate forms.

Biology 243. (New.) Economic Entomology. (4 hours.) Offered on demand.

Biology 244. (New.) Animal Parasites. (4 hours.) Second summer term—Lecture, daily, sixth period. Laboratory, daily, seventh and eighth periods. Prerequisite: Biology 241 or Biology 121.

A consideration of animal parasites with particular emphasis upon those infesting man. The course is of particular interest to students preparing for medicine or public health work.

Biology 161. (New.) Nature study. (3 hours.) Second semester —M., W., F., second period. First summer term, daily, seventh period. (2 hours.)

This course is designed especially for primary and rural school teachers. Native plants and animals will be chosen as illustrative material. Emphasis will be placed on the organization of material and its use in the elementary curriculum. The history of the Nature Study Movement and its development will be given consideration. Some field work will be required.

Biology 261. (Formerly 100. Same as Education 361.) The Teaching of General Science in Secondary Schools. (3 hours.)

Biology 381. Animal Physiology. (4 hours.) Second semester—Lecture, M., W., F., first period. Laboratory, Th., first and second periods. Prerequisite: Biology 241 or Biology 121.

A course of functional zoology with a detailed study of the physiological processes in the human body.

DEPARTMENT OF CHEMISTRY

TEACHERS COLLEGE COURSES

Mr. M. J. Cox.

INTRODUCTORY STATEMENT

The courses in chemistry are arranged with reference to the needs of the students preparing for science teaching in high schools, medicine, agriculture, home economics, industrial work, engineering and graduate work in chemistry. In the lectures, as well as in the recitations, the professional viewpoint is emphasized and each semester a project in the porfessionalization of subject matter is worked out by one of the chemistry classes in co-operation with the general science class of the training school.

Chemistry 101. History of Chemistry. (2 hours.) Second semester—W., F., fifth period.

Purpose: This course is designed to give the student a comprehensive survey of the development of chemical science from earliest times down to the present day.

Topics: The chemical arts of the Egyptians, Greeks, Romans, Arabs; the alchemy of the middle ages and early modern age; the effect of the Renaissance, the French Revolution, and the Industrial Revolution on chemical science; relationship of chemistry to everyday life, to industry, to medicine and to national defense.

Chemistry 211. (Formerly 103.) General Chemistry. (5 hours.) First semester—Lecture, M., W., F., fourth period. Section 1, Laboratory, Tu., Th., third and fourth periods. Section 2, Laboratory, Tu., Th., fifth and sixth periods. Second semester—Lecture, M., W., F., seventh period. Section 1, Laboratory, Tu., Th., fifth and sixth periods. Section 2, Laboratory, Tu., Th., seventh and eighth periods. First summer term—Lecture, daily, second period, and Th., fifth period. Laboratory, M., Tu., W., F., fifth and sixth periods.

This course embraces a careful study of the most commonly known elements and their compounds. Equal emphasis is placed upon a study of gas laws, nomenclature, and theories of Chemistry. Everyday applications of Chemistry are especially emphasized.

Chemistry 212. (Formerly 104M.) Inorganic Chemistry. (5 hours.) Second semester—Lecture, M., W., F., fourth period. Section 1, Laboratory, Tu., Th., first and second periods. Section 2, Laboratory, Tu., Th., third and fourth periods. Second summer term—Lecture, daily, second period, and Th., fifth period. Laboratory, M., Tu., W., F., fifth and sixth periods. Prerequisite: Science 211.

A study of the chemical laws, metals, metallurgical processes and continued drills in nomenclature and reactions. Non-metallic radicals are studied as an introduction to qualitative analysis.

Chemistry 213. (New.) Qualitative Analysis. (5 hours.) Second semester—Lecture, M., F., first period. Laboratory, Tu., Th., S., first and second periods. Prerequisite: Science 211.

The lectures deal with the theoretical aspects of the subject with reference to the laws of equilibrium, precipitation and solution. The laboratory work includes a study of the reactions, precipitation, and detections of the cations and anions.

Chemistry 214. (New.) Chemistry of Food and Nutrition. (5 hours.) First semester—Lecture, M., F., first period. Laboratory, Tu., Th., S., first and second periods. First summer term—Lecture, daily, first period, and Tu., fifth period. Laboratory, M., W., Th., F., fifth and sixth periods. Prerequisites: Science 211 and 212.

A study of glucids, lipids, proteids, vitamines, water, and mineral elements with regard to dietary lists. A course that deals with nutrition and diet in health and disease. Especially arranged for Home Economics majors.

Chemistry 215. (104b of catalog of 1926 and 214 of catalog of 1927.) Organic Chemistry. (5 hours.) First semester—Lecture, M., W., F., sixth period. Labratory, Tu., Th., seventh and eighth periods. Prerequisite: Science 211.

A study of the aliphatic compounds of carbon.

Chemistry 216. (104d of catalog of 1926 and 311 of catalog of 1927.) Quantitative Analysis. (5 hours.) Second semester—Lecture, M., W., second period. Labratory, Tu., Th., sixth, seventh and eighth periods.

The lectures deal with the care and use of the analytical balances, weighing, filtration, washing, ignition and computation. The laboratory work consists of gravimetric, volumetric, colormetric, and electrolytic processes of analysis.

Chemistry 311. (New.) Advanced Quantitative Analysis. (3 hours.) Offered on demand.

Chemistry 312. (New). Advanced Organic Chemistry. (5 hours.) Second semester—Lecture, M., W., F., fourth period. Labratory, Tu., Th., third and fourth periods. Prerequisite: Science 215.

A study of the cyclic hydrocarbons, commonly known as the Chemistry of the Aromatic Series.

Chemistry 313. (New.) Physiological Chemistry. (5 hours.) Offered on demand.

Chemistry 314. (New.) Agricultural Chemistry. (5 hours.) Not offered during year 1929-30.

Chemistry 315. (New.) Physical Chemistry. (5 hours.) Not offered during year 1929-30.

Chemistry 316. (New.) Textile Chemistry. (5 hours.) Offered on demand.

Chemistry 361. (Formerly 104c. The same as Education 362.) Chemical Education. (3 hours.) Second semester—Lecture, M., W., F., sixth period.

General chemistry from the standpoint of the teacher. Methods for presenting different topics, discussion of text books, fitting up of laboratories, buying of apparatus and supplies, lecture experiments, details of laboratory manipulation and routine; reports on recent books and periodicals.

DEPARTMENT OF COMMERCIAL EDUCATION

TEACHERS COLLEGE COURSES

Mr. Lawrence Mr. Richards Miss Ford

Commercial Education 201. (101 of catalog of 1927.) Business English. (3 hours.) First semester—M., W., F., sixth period. Second semester—M., W., F., sixth period. Second summer term—Daily, second period. (2 hours.) Prerequisite: English 101.

Purpose: To develop skill in the use of clear, concise, and forceful English in the writing of business letters.

Topics: The essential qualities of business writing; addressing the letter; the sales letter; appeals to special classes; follow-up letters; inquiries, orders, and responses; credit letters; collection letters; adjustment letters; the letter of application; business reports; style studies.

Commercial Education 203. (102 and 105 of catalog of 1927.) Secretarial Practice. (3 hours.) Offered on demand.

Purpose: To afford the secretarial student an opportunity to secure experience in office work with the proper equipment and under supervision.

Topics: The qualities of a good secretary; dress; office behaviour; system in office work; use and care of equipment; handling the mail; filing; collecting information; delivering messages; answering the telephone; the confidential relationship of the secretary.

Commercial Education 205. (110 of catalog of 1926 and 103 of catalog of 1927.) Business Law. (3 hours.) First semester—M., W., F., fourth period.

Purpose: The purpose of this course is to familiarize the student with the principles of law which affect his everyday business relationships, and to enable him to teach the subject in high school.

Topics: Law in general; kinds of law; contracts; sales; agency; partnerships; corporations; negotiable instruments; bailments and carriers; insurance; personal property; real property; suretyship and guaranty; bankruptcy.

Commercial Education 206. Business Law. (3 hours.) Second semester—M., W., F., second period.

Purpose: This course is a continuation of Commercial Education 205, it includes cases and takes up phases of business law not covered in the course mentioned above.

Topics: Corporation problems; notes; drafts; deeds; mortgages; insurance.

Commercial Education 207. (104 of catalog of 1927.) Business Ethics. (1 hour.) Second semester—Tu., fourth period.

Purpose: The course is designed to acquaint the student with some current practices in business which elevate the standards of business conduct.

Topics: The meaning of ethics; standards of conduct; the ethics of employment; the settlement of disputes; the ethics of production; developing a code of ethics; study of a number of codes of ethics as adopted by trade associations.

Commercial Education 209. (106 of catalog of 1927.) Business Organization. (2 hours.) Second summer term—Daily, sixth period.

Purpose: To acquaint the student with the different types of organizations doing business, and to develop an attitude toward big business which will help bring about a better understanding of business problems.

Topics: Classes of business organization, their evolution, and the tests of efficiency; individual entrepreneur organization; partnership; corporation; joint-stock company; business trusts: simple agreements and price combinations; pools; combination trusts; community-of-interest organization holding company; amalgamation; merger; promotion; underwriting; the stock exchange; reorganization and receivership; trust legislation; evils and causes of trusts; remedies.

Commercial Education 115. (105 of catalog of 1926.) Beginning Shorthand. (3 hours.) First semester—M., W., F., first period. Second semester—M., W., F., second period. First summer term—Daily, first period. (2 hours.)

Purpose: To teach the principles of Gregg shorthand; to attain a speed of seventy-five words a minute in simple dictation; to complete the first fifteen lessons in the Gregg manual.

Topics: Principles upon which shorthand is founded; shorthand alphabet; sound; rules for joining characters; word signs; simple prefixes; simple suffixes; reading of good shorthand from graded books; dictation; transcription; drills in penmanship.

Commercial Education 116. (106 of catalog of 1926.) Advanced Shorthand. (3 hours.) Second semester—M., W., F., first period. Second summer term—Daily, fifth period. (2 hours.)

Purpose: To develop an understanding of the theory of shorthand; to acquire skill in writing rapidly and accurately; to develop skill in transcribing; to develop a speed of 100 words a minute on new matter.

Topics: Complete the Gregg manual; complete graded readings; reading of shorthand in other books and in the Gregg Writer; principles of speed in the Gregg Speed Studies; dictation; criticism and correction of notes; transcribing; reporting; shorthand penmanship.

Commercial Education 121. (New.) Business Arithmetic. (2 hours.) First semester—Tu., Th., first period. Second semester—Tu., Th., first period.

Purpose: The purpose of this course is (1) to prepare the student for Commercial Education 122, and (2) to provide the student with sufficient information to teach business arithmetic in the high school.

Topics: Rapid calculation in the fundamental processes; drawings and graphs; percentage; buying and selling merchandise; commercial discounts; recording purchases and sales; paying for goods; collecting bills; accounts; taking inventory; interest; discounting notes and other commercial papers; wages and pay rolls; postage, freight, and express rates; property insurance; taxation.

Commercial Education 122. (101 of catalog of 1926.) Principles of Accountancy. (4 hours.) First semester—M., W., F., fifth period. and Th., sixth and seventh periods. Second semester—M., W., F., second period, and Th., third and fourth periods. Prerequisite: Commercial Education 121.

Purpose: To prepare the student for teaching the subject and to prepare the student for practical accounting work.

Topics: Laboratory sets are kept for a sole proprietorship and for a partnership. Vouchers are provided to make the laboratory work as practicable as possible. The balance sheet; the profit and loss statement; the philosophy of debit and credit; mixed accounts; periodic work on the ledger; journals; business forms and vouchers; the trial balance and methods of locating errors; controlling accounts; balance sheet valuation, et cetera.

Commercial Education 123. (102 of catalog of 1926.) Advanced Accountancy. (4 hours.) Second semester—M., W., F., fourth period, and Th., third and fourth periods.

Purpose: This course is a continuation of Commercial Education 122. The laboratory set gives practice in corporation accounting. The student should be able to do ordinary accounting work after completing this course.

Topics: Analysis and interpretation of statements; general principles of valuation; depreciation; surplus and reserves; the sinking fund; dividends; combinations and consolidations; liquidation by owners and through trusteeship; estate and trust accounting.

Commercial Education 224. (124 of catalog 1927.) Banking and Bank Accounting. (3 hours.) Second semester—M.. W., seventh period, and F., seventh and eighth periods. Prerequisite: C. E. 122.

Purpose: To provide information in the field of money and banking and to give the student practice in keeping a set of books in banking.

Topics: Accounting principles applied to banking; methods of banks in keeping records; interpreting bank statements; kinds, forms and origin of money; history of banking; functions of the bank; administration; the national banking system; deposits and depositors; the clearing house; domestic and foreign exchange; loans and discounts; bank supervision; savings banks; trust companies foreign banking systems; the federal reserve system.

Commercial Education 225. (New.) Accounting Problems. (2 hours.) Second semester—Tu., Th., seventh period. Prerequisites: C. E. 122 and 123.

Purpose: To acquaint the student with some of the problems met in various fields of accounting; to introduce the student to the principles of auditing and C. P. A. problems.

Topics: Qualifications of an auditor; purposes of an audit; various accounts to be checked; assembling data for an audit; determining content of the report; form of reports and certificates; organization for accounting control; analysis of borrowers' financial statements; foreign exchange accounting; savings bank accounting; bituminous coal mine accounting; precious metal mine accounting; ranch cost accounting; contractors' accounts; accounting in the coffee trade; principles of department store accounting; hotel accounting; municipal accounting; the organization and accounts of a public accountant's office.

Commercial Education 131. (New.) Elementary Penmanship. (1 hour.) First semester—Tu., Th., second period. Second semester—Tu., Th., second period. First summer term—Daily, eighth period.

Purpose: To teach the principles of good handwriting; to afford practice in executing these principles; to develop an appreciation of good handwriting. Required of all C. E. majors and minors.

Topics: The elements of good handwriting; arm movement and how to develop it; analysis of various letters of the alphabet; much drill for movement and form.

Commercial Education 132. (New.) Advanced Penmanship. (1 hour.) First semester—Tu., Th., second period. Second semester—Tu., Th., second period First summer term—Daily. eighth period.

Purpose: This course is a continuation of C. E. 131. Its purpose is to develop greater skill in writing and to give instruction in how to teach penmanship. Required of all C. E. majors and minors.

Topics: Methods of teaching penmanship; what constitutes a high degree of skill in handwriting; regular size, slant, and spacing.

Commercial Education 241. (141 of catalog of 1927.) Salesmanship. (3 hours.) First semester—Tu., Th., S., fourth period.

Purpose: To provide the student with information on the psychology of selling; to provide the student with material for teaching the subject in high school.

Topics: Personal analysis and development; analyzing the prospect; studying the article to be sold; the steps in a sale; objections and how to meet them; sales management; special methods in selling in various fields of business.

Commercial Education 242. (New.) Advertising. (2 hours.) Second semester—Tu., Th., sixth period.

Purpose: To acquaint the student with some of the economic and psychological principles of advertising.

Topics.: Factors which determine the kind and extent of advertising; the trade-mark; psychological factors in advertising; the chief human needs; relative strength of tendencies and interests; laws of attention applied to advertising materials; establishing associations and making them dynamic; the nature and purpose of advertising copy; substance of the copy; principles of form, color, ornament, and type; laying out the advertising; media; analyzing circulation; determining the value and the results of advertising.

Commercial Education 343. (143 of catalog of 1927.) Marketing. (3 hours.)

Purpose: To provide the student with information in the economics of distribution, distributive agencies and their functions.

Topics: Consumers' buying motives; marketing functions and institutions; selling direct to consumers; earlier and simpler types of retail institutions; department stores; mail order houses; chain stores; agricultural wholesale markets; middlemen of the city agricultural markets; classes and types of wholesalers; raw-materials; co-operative marketing; speculation; prices and some price policies; brands and brand policies; ethical aspects of marketing.

Commercial Education 151. (108 of catalog of 1926.) Beginning Typewriting. (2 hours.) First semester—M., Tu., Th., F., second period. Second semester—M., Tu., Th., F., seventh period. First summer term—Daily, fourth period. Second summer term—Daily, fourth period.

Purpose: To develop proper technique at the typewriter; to attain a minimum speed of twenty words per minute on the typewriter.

Topics: Mechanics of the typewriter; the keyboard; word drills; sentence drills; paragraphing; styles of letters; the general make-up of a letter; how to make a letter attractive; special characters not on the keyboard; foundations of speed.

Commercial Education 152. (109 of catalog of 1926.) Advanced Typewriting. (2 hours.) First semester—M., Tu., Th., F., seventh period. Second semester—M., Tu., Th., F., fourth period. First summer term—Daily, second period. Second summer term—Daily, seventh period.

Purpose: To develop speed and accuracy in typewriting; to develop an understanding of the theory of typewriting which will enable the student to teach it. A speed of forty words a minute is required.

Topics: Speed tests; practice on material which will develop speed and accuracy; writing business letters; punctuation; tabulation; legal forms; copy work; spacing; various other business forms.

Commercial Education 261. (New.) Methods of Teaching Commercial Subjects in the High School. First summer term—Daily, second period. (2 hours.)

Purpose: To provide materials and methods for the prospective teacher of commercial subjects in the high school.

Topics: Methods in the following subjects: bookkeeping, typewriting, shorthand, salesmanship, business law, business English, business arithmetic, penmanship, and office practice; making a commercial curriculum; purposes and aims of commercial subjects in the high school; tests in the various subjects; commerce clubs; placement and follow-up.

Commercial Education 263. (Same as second half of Education 263.) Practice Teaching in Commerce. (2½ hours.) Offered on demand.

Purpose: To provide experience for the prospective commercial teacher.

Topics: Practice under supervision; grading papers; administering and checking tests; preparation of papers on topics related to the student's major interest; outlines of the subjects taught.

DEPARTMENT OF EDUCATION

COLLEGE STAFF

Mr. Cooper
Mr. Cuff
Mr. Edwards
Mrs. Tyng
Mr. Engle
Mr. Ferrell
Mr. Mattox
Miss Schnieb

TRAINING SCHOOL STAFF

Miss Acree
Miss Hansen
Miss Lee
Miss Lingenfelser
Miss Champ
Miss Rush
Miss Story
Miss Wilson
Miss Wingo

RURAL TRAINING SCHOOL STAFF

Miss Carpenter
Mrs. Case

TEACHERS COLLEGE COURSES

Education 102. (Formerly 102.) Introduction to Teaching. (3 hours.) First semester—Section 1, M., W., F., first period. Section 2, M., W., F., second period. Section 3, M., W., F., second period. Section 4, Tu., Th., S., third period. Section 5, M., W., F., seventh period. Second semester—Section 1, M., W., F., second period. Section 2, Tu.. Th., S., third period. Section 3, M., W., F., seventh period. Section 4, M., W., F., eighth period. First summer term (2 hours.)—Section 1, daily, first period. Section 2, daily, fifth period. Section 3. daily, sixth period. Section 4, daily, seventh period. Second summer term—Section 1, daily, first period. Section 2, daily, second period.

Purposes: (a) To serve as an orienting professional course for all beginning college students; (b) to help the student to acquire a working vocabulary of technical terms in the field of education; (c) to aid the student in choosing his curriculum; (d) to give the students who drop out to teach on a provisional certificate an opportunity to learn something of modern school-room technique through frequent directed observation in the Training School.

Topics: The factors and means of economical study; the psychology of learning and teaching; the profession of teaching; the materials of instruction; the more common elements in theory and practice of teaching; school organization and support; a study of the need for professionally trained teachers in the major fields of service in Kentucky; a careful survey of the personal and technical qualifications needed for teaching in these major fields. About one period a week is given to directed observation in the different grades of the Training School.

Education 203. (Formerly 104a.) Principals of Teaching. (3 hours.) First semester—M., W., F., fourth period. Second semester —M., W., F., first period. Prerequisites: Education 102 and Education 111 or Junior Standing.

Purpose: To develop with the student those underlying principles which determine effective teaching and to apply these principles in solving the basic problems in teaching.

Topics: The meaning of education; meaning and the function of the school; teaching objectives; meaning and evidences of learning; meaning and use of self-activity and of interest; constructive activities and materials; means of securing and using the subject matter and the equipment; extra curricular activities; measuring results; evaluating standards for the teachers and for the pupils.

Education 303. (Formerly 111.) Principles of Education. (2 hours.) First semester—Tu., Th., fifth period. Second summer term —Daily, second period. The purpose of this course is (1) to enable the student to summarize and systematize the theory of education with which he is supposed to have become acquainted; (2) to discuss vital relations among the bits of theory, and (3) to evaluate current practices in the light of the foregoing.

Education 304. (Formerly 124.) Principles of Secondary Education. (2 hours.) First summer term—Daily, seventh period. Second summer term—Daily, seventh period. Prerequisites: Education 315 or equivalent after September 1931.

Purposes: (a) To indicate the proper place of the high school as an institution of society; (b) to acquaint the student with the development of the high school in the United States; (c) to study the objectives of secondary education; (d) to study the organization and activities of the modern high school; (e) to suggest various curriculum problems.

Topics: Brief survey of the historical development of secondary education in the United States, the Latin Grammar School, the Academy movement, the public high school movement, the junior high school, and the junior college; brief survey of secondary education in Germany, France, and England; high school organization; the problem of individual differences; retardation and elimination; educational objectives; the selection and validation of curriculum materials; educational and vocational guidance; testing program; study activities; the program of studies; health education; education for citizenship; education for worthy use of leisure time; education for worthy home membership; character education; extra-curricular activities; peculiar problems of the small high school; the secondary school teacher, training and qualifications.

Education 305. (Formerly 113.) Educational Sociology. (2. hours.) Second semester—Tu., Th., first period.

Purposes: (a) to investigate the several factors and laws upon which educational theory and practice must rest; (b) To give

a concrete picture of the actual conditions and the distinctive characteristics of group life; (c) to furnish teachers and prospective teachers with a fundamental background necessary for a sympathetic understanding of the relation of the school to the upbuilding of the other institutions of the community; (d) to study the social forces which determine the selection of school subjects, their content, method of presentation, and social values.

Topics: The relation of sociology to education; the problems with which educational sociology deals; the individual in relation to the group; the nature of society; social groups, their classification, and functions; problems of the modern home; social analysis of play; neighborhood and community; isolation, contact, and social interaction; social forces and their significance in modern society; problems of the church in a changing civilization; the state, democracy, and education; evolution of the modern school; social and educational surveys; the sociological determination of educational objectives; the selection of school subjects; social elements and values in the curriculum; vocational education sociologically analyzed; educational and vocational guidance; social phases of school discipline; socialized methods of teaching; the essential elements of a socialized school.

Education 111. (Formerly 101.) Psychology for Teachers in the Primary Grades. (3 hours.) First semester—M., W., F., second period. Second semester—M., W., F., seventh period. First summer term—Daily, second period. (2 hours.) Second summer term—Daily, second period.

Purposes: (a) to present the problems, methods, and facts of psychology as a science; (b) to teach students to apply psychological principles to situations in which they may be helpful; (c) to prepare students to handle small children understandingly.

Topics: The content of the course is similar to that which is found in the better books in general psychology. The following topics are discussed: the problems, methods, and subject matter of psychology; the physiological basis of reactions; native and acquired urges; the nature of instincts and emotions; adjustments of children; laws of learning; economy in learning; general intelligence and special aptitudes; personality; individuality and tests of various traits.

Education 111. (Formerly 101.) Psychology for Teachers in the Upper Grades. (3 hours.) First semester—Section 1, M., W., F., first period. Section 2, M., W., F., fourth period. Second semester—Section 1, Tu., Th., S., first period. First summer term—Daily, sixth period. (2 hours.) Second summer term—Daily, fourth period.

Purposes: (a) to present the problems, methods, and facts of psychology as a science; (b) to teach students to apply psychological principles to situations in which they may be helpful; (c) to enable

students to predict and control the behavior of children during early adolescence; (d) to show applications of the laws of learning to the common branches.

Topics: The content of this course is similar to that which is offered for prospective teachers in the primary grades. Special emphasis is placed upon characteristics of children in the upper grades.

Education 114. (Formerly 114.) Child Psychology. (3 hours.) First semester—M., W., F., seventh period. Second semester—Tu., Th., S., third period. First summer term—Daily, fourth period. (2 hours.)

Purposes: (a) to acquaint the student with the most important facts and principles relative to childhood; (b) to describe the behavior and activities which may be expected of a child in any stage of development; (c) to teach students how to observe and to interpret the behavior of children; (d) to cultivate a sympathetic and understanding attitude toward child life.

Topics: The following topics are treated: the standpoint and methods of child psychology; survey of the development of child study; biological and social heredity; the child as an organism; instincts; emotions; linguistic development; development of handedness; development through play; physical development; hygiene; learning and acquisition of habits; mental development; intelligence; social and moral development; the exceptional child; individual differences; guidance of children.

Education 212. (Formerly 106.) Psychology of Elementary School Subjects. (2 hours.) First semester—Tu., Th., second period. First summer term—Daily, seventh period. Second summer term—Daily, fifth period.

Purposes: (a) to familiarize the student with the best material and methods in specific elementary school subjects; (b) to furnish a basis for the evaluation of methods of instruction; (c) to make the student familiar with ways of applying the laws of learning to meet differences in instructional needs; (d) to equip the student with the attitude and technique needed for simple research in this field.

Topics: Reading, arithmetic, handwriting, spelling, language, history, geography are discussed. Aims, laws of learning, individual differences in learning, factors which have a favorable influence upon learning, supervised study and problems for further research are discussed in connection with each subject.

Education 313. (Formerly 125.) Psychology of the High School Subjects. (2 hours.) Second semester—Tu., Th., fourth period. Second summer term—Daily, fourth period.

Purposes: (a) to indicate the psychological principles which are basic to the teaching of high school subjects; (b) to develop a psychological attitude toward the pupils and subjects of the secondary school; (c) to acquaint the students with recent writings on the

organization of the high school as determined by the nature of the adolescent student; (d) to furnish an opportunity for the development of some skill in research.

Topics: Topics discussed are: The high school student, physical, mental, social, and moral characteristics; comparison of the old and the new high school from a psychological point of view; psychology of mathematics, foreign languages, English, social sciences, natural sciences, fine arts, practical arts, and physical education; psychology of teaching; desirable methods of teaching the various subjects; psychology of classroom management; psychology of learning; individual differences; supervised study; use of high school tests and measurements; guidance of high school pupils.

Education 315. (Formerly 123.) Advanced Educational Psychology. (3 hours.) Second semester—M., W. F., fifth period. First summer term—Daily, second period. (2 hours.)

Purposes: (a) To enable the student to become better acquainted with the native equipment of children; (b) to test the student's ability to teach by his knowledge of how learning occurs; (c) to discuss conditions for effective school work; (d) to apply the principles of psychology to the solution of the teacher's problems.

Topics: The course consists of: Introduction; nature and nurture; the organism; innate tendencies; mental measurement; individual differences; causes of individual differences; measures of individual differences; general principles of learning; special abilities and disabilities in learning; learning and motivation; the psychology of the teacher; the psychology of language, reading, spelling, and arithmetic; transfer of training.

Education 121. (Formerly 109.) School and Community Management. (2 hours.) First semester—T., Th., eighth period. Second semester—Tu., Th., sixth period. First summer term—Daily, eighth period. Second summer term—Daily, first period.

Purpose: To acquaint the student with the common school problems and activities which will arise in the experiences of teachers; to see how to execute these problems and activities with the minimum amount of energy and time; to help the student sense the relation of the school to the community and how best to cultivate a constructive, harmonious contact between the school and the community.

Topics: The meaning and the function of the school; meaning of the community; school organization; class organization; function of the course of study; curricular activities and materials; classroom routine; school housekeeping; home contacts and community cooperation.

Education 221. (Formerly 107.) Tests and Measurements. (2 hours.) Second semester—Tu., Th., second period. First summer term—Daily, fourth period. Second summer term—Daily, fourth period.

Purposes: (a) To emphasize the importance of accurate meas-

urement in education; (b) to show the inaccuracy of traditional measures; (c) to familiarize the student with the best standardized tests; (d) to include the elementary statistics needed in interpreting test data; (e) to develop skill in constructing tests; (f) to indicate the social, educational, and vocational significance of tests.

Topics: A historical survey of the development of mental and educational tests; the nature and classification of standardized tests; the construction of tests; the importance of accuracy in measurement; reliability; validity; extent to which standardized measures should replace traditional types of measurement; methods of improving the ordinary examination; the criteria for the selection of standardized tests; statistical analyses of the test data; use of the results for comparison, classification, promotion, guidance, prognosis, diagnosis, measuring the efficiency of methods of instruction, of teachers, and of schools, and the like.

Education 223. (Formerly 119.) The Elementary Principal and His School. (3 hours.) First semester—M., W., F., fourth period. Second semester—M., W., F., fourth period.

Purpose: To develop with the student those underlying principles which will help him ascertain just what are the fundamental duties of the principal in relation to the teachers, to the school and to the community and how best to execute these duties.

Topics: Meaning and function of the school; school organization; meaning and authority of the principal; teaching principal and supervisory principal; the principal and the curriculum; organization and creative supervision of instruction; constructive and creative teachers' meetings; management of pupils; administration of building, grounds and supplies; clerical duties; school extension; distribution of time; evaluating standards for the principal and for the teachers; professional preparation and improvement.

Education 224. (Formerly 129.) The Consolidated School Principal. (Not to carry credit if Education 223 is taken.) First summer term—Daily, first period. (2 hours.)

Purposes: (a) To acquaint the student with the growing importance of the consolidated school principalship; (b) to present some of the outstanding problems in the administration and supervision of the consolidated school; (c) to study the duties and activities of the principal in the consolidated school.

Topics: Brief survey of the status of consolidation in the United States; advantages of consolidation; difficulties to overcome in effecting school consolidation; the consolidated-school plant and its care; transportation of pupils; the duties, activities, and qualifications of the principal; community organization, community relationships, and consolidation; the curriculum; organization and administration of the school; supervision of instruction; extra-curricular activities; gradation and classification of pupils; relations between principal and teach-

ers, principal and supervisor, principal and pupils; principal and patrons; organization of the principal's office, office equipment, office hours, division of time, and correspondence; business management; supplies and equipment; child accounting and attendance problems; school publicity; records and reports; financial problems and budget making; arranging student's programs; guidance program; making the daily schedule; the teaching corps.

Education 322. (New 1927-28.) Public School Finance. (2 hours.) Second semester—Tu., Th., sixth period. Second summer term—Daily, second period.

Purpose: To acquaint the student with the problems of financing the public schools of the land. Some attention is paid to general tax theory, but most of the time is spent on practical financial problems of the local school district, and the financial relationship between the local district and the state.

Topics: Among the topics studied the following may be mentioned: The growth of the cost of education, comparative costs in education, the school budget, financial records and accounts, school indebtedness, control of school finances, financial aspects of school publicity, educational inequalities; the units of school support, apportioning the benefits and the sources of public school revenue.

Education 331. (Formerly 110.) History of Education. (2 hours.) First semester—Tu., Th., first period. First summer term—Daily, fourth period. Second summer term—Daily, eighth period.

This course comprises a complete survey of the history of education, beginning with eastern nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development of educational theories. Middle Ages are treated in a cursory way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated still more fully. Emphasis is placed on a study of Herbert Spencer among European educators and Horace Mann and his significance in American education. A brief study of the history of education and organization as exemplified by the Kentucky system is made.

Education 341. (Formerly 118.) The Elementary School Curriculum. (3 hours.) Second semester—M., W., F., sixth period. First summer term—Daily, sixth period. (2 hours.)

Purpose: This course has a twofold purpose: First, to develop with the student those fundamental principles which underlie intelligent curriculum construction and intelligent interpretation of the curriculum. Second, to acquaint the student with the outstanding curricula in the United States and with the best writers on the subject of curriculum construction.

Topics: Meaning and function of education; meaning and function of the curriculum; teaching objectives; pupil activities and ex-

periences; source, selection and organization of subject matter; time allotment for the various subject matter units; criteria for evaluating curricula; curriculum revision and the growing curriculum.

Education 251. (Formerly 112.) Rural School Supervision. (3 hours.) First summer term—Daily, fourth period. Prerequisite: A total of at least forty-eight semester hours of credit.

Purposes: (a) To emphasize the need for the supervision of instruction in rural schools; (b) to assist the student in planning and administering a desirable supervisory program; (c) to give instruction in the use of the various agencies of supervision; (d) to study the proper function of the supervisor and to show how supervision can best serve country teachers.

Topics: **Distinction between supervision and administration;** nature and problems of supervision; status of rural school supervision in a few representative states; **handicaps and possibilities of the rural school;** purposes and principles of supervision; preparation of a constructive supervisory program; **organization of the school; relation of the school to the community; graduation and classification of pupils;** studying the teacher at work; improvement of teaching through better selection and organization of subject matter; evaluating the efficiency of teachers and supervisors; training and personality of supervisors; ways of measuring supervision; use of circular letters, bulletins, **school publicity,** demonstration teaching, teachers' meetings, school and classroom visitation, personal conferences, constructive criticism, summer school attendance, extension and correspondence work; tests and measurements, research and experimentation, school exhibits and clubs, intervisitation, and professional reading as agencies of supervision. Throughout the course the improvement of teachers in service is emphasized. Each member of the class is expected to plan a careful program of supervision for a county in Kentucky as a project in connection with the course.

(Note: The topics in heavy type above will be included in Education 255 during the summer terms. In the regular semesters these topics will form a regular part of Education 251.)

Education 252. (Formerly 117.) County School Administration. (3 hours.) Second semester—M., W., F., seventh period. First summer term—Daily, second period. (2 hours.) Second summer term—Daily, second period. (2 hours.) Prerequisite: A total of at least forty-eight semester hours of credit.

Purposes: (a) To acquaint the student with some of the fundamental problems connected with the administration of county schools; (b) to present a desirable philosophy of rural education; (c) to familiarize the student with the growing importance of the county superintendency.

Topics: The relation between the state and the county in the administration of schools; powers, duties, and qualifications of the County Superintendent; powers, duties and qualifications of the mem-

bers of the County Board of Education; school organization and control; the county unit system; **the school plant, location, equipment, and care of buildings;** consolidation of schools; standardization of rural schools; health program for rural schools; curriculum problems; playgrounds and playground equipment; problems of small schools, especially of one-, two-, and three-teacher schools; the junior high school in rural areas; the county high school; community and county organization; **the county superintendent's office, needed space and proper equipment; duties of the County Superintendent as secretary of the County Board; relations between the Superintendent and the Board; bookkeeping of the County Superintendent; budget-making; making the salary schedule; selection placement, and promotion of teachers; child accounting and attendance problems; records and reports; filing records and reports; the proper recording of the minutes and orders of the Board; the distribution of funds; school costs and financial accounting; business management; correspondence, office hours, and miscellaneous office routine; office assistants and duties assigned each.**

(Note: The topics in heavy type above will be given as Education 255, Office Administration, during the summer term. In the regular semesters these topics, however, will form a regular part of Education 252.)

Education 255. (Formerly 122.) Office Administration. (2 hours.) First summer term daily, third period.

A study of the proper equipment, necessary records and the filing of records and reports is made. The making of a budget, the proper recording of the minutes and orders of the boards, the distribution of funds, the bookkeeping of the County Superintendent and his duties as secretary of the board are problems for consideration in this course.

Education 353. (Formerly 120.) The Elementary School. (5 hours.) Offered on demand.

Education 262. (Formerly 105.) Observation and Method. (2 hours.) (Primary.) First semester—Tu., Th., fourth period. Second semester—Tu., Th., fourth period. First summer term—Daily, second period. Second summer term—Daily, sixth period. Prerequisite: Two semesters of college work including Ed. 102 (Introduction to teaching), and one course in psychology.

Purpose: (a) provide graduated approach to student teaching in the primary grades; (b) give practice in organizing materials for class work; (c) learn to make lesson plans; (d) introduce some of the devices used in modern teaching; (e) evaluate theories of teaching in the light of classroom procedure, by directed observation in the Training School, by assigned readings and by class discussion.

Topics: Standards for observing class work, lesson planning, schoolroom equipment, the daily program, the project curriculum, teaching pre-primer reading, reading in primary grades, oral and written expressions, spelling and writing, number work, social studies, nature study, health, and seat work.

Education 262. (Formerly 105.) Observation and Method. (2 hours.) (Upper grade.) First semester—Tu., Th., sixth period. Second semester—Tu., Th., sixth period. First summer term—Daily, fourth period. Second summer term—Daily, sixth period. Prerequisite: Two semesters of college work including Ed. 102 (Introduction to Teaching), and one course in psychology.

Purpose: (a) provide graduated approach to student teaching in upper grades and junior high school; (b) give practice in organizing materials for class work; (c) learn to make lesson plans; (d) introduce some of the devices used in modern teaching; (e) evaluate theories of teaching in the light of classroom procedure, by directed observation, in the Training School, by assigned readings and by class discussion.

Topics: Standards for observing class work, lesson planning, teaching the upper grade and junior high school subjects, the project method, extra-curricular activities, measuring the progress of instruction.

Education 262. (Formerly 105.) Observation and Method. (2 hours.) (Rural.) First semester—Tu., Th., second period. Second semester—Tu., Th., second period. First summer term—Daily, second period. Prerequisites: Two semesters of college work including Ed. 102 (Introduction to Teaching), and one course in psychology.

Purposes: (a) provide graduated approach so student teaching in rural schools; (b) give practice in organizing materials for class work; (c) learn to make lesson plans; (d) introduce some of the devices used in modern teaching; (e) evaluate theories of teaching in the light of classroom procedure, by directed observation in the Rural Demonstration School and in the Training School, by assigned readings and by class discussion.

Topics: Standards for observing class work, lesson planning, teaching the elementary school subjects in rural schools, organization of a rural school, schoolroom equipment, measuring progress of instruction.

Education 263. (Formerly 108.) Supervised Student Teaching. (5 hours.) (Primary.) First semester, second semester, first summer term, hours to be arranged with Mr. Edwards. Prerequisites: Observation and Method for primary teachers.

Purpose: It is the purpose of this course (1) to develop by practice the skills, techniques and controls essential to successful classroom procedure in primary teaching; and (2) to acquaint the student teacher with modern devices and materials of primary teaching.

Topics: At first the student teacher observes activities of the classroom, studies the children and the materials of instruction used. Under the training teacher's supervision activities are planned, and help is given in the performance of routine. Actual class teaching begins with a small group of children, but near the end of the term the student teacher is expected to take charge of the entire room for a whole day. All student teachers meet the training teacher under whom they work for a one-hour conference period daily.

Education 263. (Formerly 108.) Supervised Student Teaching. (5 hours.) (Upper grade.) First semester, second semester, first summer term, hours to be arranged with Mr. Edwards. Prerequisite: Observation and Method for upper grade teachers.

Purpose: It is the purpose of this course (1) to develop by practice the skills, techniques and controls essential to successful classroom procedure in the upper grades and junior high school; and (2) to acquaint the student teacher with modern devices and materials for teaching.

Topics: At first the student teacher observes activities of the class room, studies the children and the subject-matter he intends to teach. Under the training teacher's supervision lessons are planned and help given in performance of routine. At least two different subjects are taught during the term. If a student teacher has a special subject in which he is taking a major or a minor, he may do one-half of his student teaching in that subject. All student teachers meet the training teacher under whom they work for one-hour conference period daily.

Education 263. Supervised Student Teaching in rural schools. (Not offered for 1929-30.)

Education 361. (Formerly 131 and Science 100.) Teaching of General Science. Offered on demand.

Education 362. (Formerly 133 and Science 104c.) Same as Chemistry 361.

DEPARTMENT OF ENGLISH

TEACHERS COLLEGE COURSES

Mr. Clark
Miss Neely
Miss Foster
Miss Zellhoefer
Miss Buchanan
Mr. Keene

English 101. (Formerly 101.) Oral and Written Composition. (3 hours.) First semester—Section 1, Tu., Th., S., first period. Section 2, M., W., F., eighth period. Section 3, Tu., Th., S., second period. Second semester—Section 1, Tu., Th., S., first period. Section 2, M., W., F., eighth period. First summer term (2 hours.)—Section 1, daily, first period. Section 2, daily, sixth period. Second summer term—Daily, seventh period.

Purpose. To insure the learning and habitual practice of mechanical correctness of language in all ordinary speech and writing situations, and to develop student ability of self criticism in matters of such correctness.

Topics: Recognition drills on parts of speech, inflected forms, phrases, clauses, the whole sentence; construction and syntax of chief inflected forms; sentence analysis; sentence construction; sentence variety; subordination; punctuation; dictionary study of accent and diacritical marks; spelling drills in most commonly misspelled words; paragraph writing; laboratory theme writing exercises; additional drills on all common types of mechanical language errors; brief narrative and expository talks on subjects within personal observation and experiences.

English 102. Oral and Written Composition. (Not open to students who have had English 101 prior to September, 1929.) Second semester—Section 1, M., W., F., first period. Section 2, M., W., F., eighth period. First summer term—Section 1, daily, second period. Section 2, daily, sixth period. Second summer term—Daily, second period. Prerequisite: English 101.

Purpose: To help the student in the matter of clear thinking and effective use of language.

Topics: The evaluation of what we see and hear; accuracy of observation and statement; the clarifying of our thoughts and impressions; the selection and use of materials; the planning and construction of many oral and written themes.

English 201. (New.) Journalism. First semester—M., W., F., eighth period. Prerequisite: Freshman English.

Purpose: To teach the student how to read and judge a newspaper; to familiarize him with the best current newspapers, their policies, and their methods; to give instruction in the kinds and methods of journalistic writing and practice in writing; to show him how to

make up a paper, write headlines, and prepare manuscript; to consider the problems of managing and advising school publications; to edit a paper.

Topics: Comparison of many newspapers as to amount and kind of news, make-up, size, type, headlines, advertising, tone, etc.; kinds and methods of journalistic writing and practices in each; headlines; make-up; copy; proof reading; organization of staff; problems in managing and advising an editorial and business staff and suggestive methods.

English 301. (Formerly 109.) Advanced Composition. (3 hours.) Second semester—M., W., F., second period. First summer term—Daily, second period. (2 hours.) Required of all juniors and seniors.

Purpose: To give the teacher practice in collecting, organizing, and presenting material in an effective written form; to encourage creative writing.

Topics: Practice is given in writing reports, recommendations, research papers, familiar essays, short stories, feature articles, or other forms of journalistic writing. Students are urged to write with a view to submitting their articles to suitable periodicals for publication.

English 302. (Formerly 120.) Argumentation. (3 hours.) (1931 and alternate years.) First semester—M., W., F., fourth period. Second summer term—Daily, eighth period. (2 hours.) Prerequisite: Freshman English.

Purpose: To teach how to recognize, build, and present sound argument; to show the relation of persuasion to argument.

Topics: This course takes up analysis, evidence and proof, kinds of argument, fallacies, brief-drawing, platform technique, reports on lectures, political speeches, etc., and the writing of a forensic.

English 211. (Formerly 103a.) English Literature. (3 hours.) First semester—Tu., Th., S., third period. Second semester—Tu., Th., S., second period. First Summer term—Daily, seventh period. (2 hours.) Prerequisite: Freshman English.

Purpose: To bring within student experience the content of selected English literature from Beowulf to Robert Burns, considered against the background of English life, tradition, and history.

Topics: Historical summary of the origins of the English people and traditions; pagan and Christian Anglo Saxon writings and folk lore; Celtic elements; French influence and literature of chivalry; Chaucer's England; the Renaissance; the spirit of Elizabethan England; Puritan influences; eighteenth century formalism; development of prose; beginnings of journalism; the rise of the novel; Johnson and his contemporaries the dawn of romanticism.

English 212. (Formerly 103b.) English Literature (1800-1925). (3 hours.) First semester—M., W., F., fourth period. Second summer term—Daily, fifth period. (2 hours.) Prerequisite: Freshman English.

Purpose: To familiarize the student with the England of the nineteenth and twentieth centuries; the movements, influences, leading forms, writers, and contents of the best literature of these centuries; to set up some criteria for judging literature; to instill an appreciation for the best.

Topics: The Romantic Period—characteristics, influences, writters, literature as to form, method, and content; mid- and post-Victorian period—characteristics, influences, writers, literature as to form, method, and content; modern tendencies in English literature as to leading forms, method, and content.

English 213. (New.) American Literature. (3 hours.) Second semester—Tu., Th., S., third period. Second summer term—Daily, second period. (2 hours.) (1930 and alternate years.) Prerequisite: Freshman English.

Purpose: To acquaint students with American life and thought as reflected in the best representative American writings, considered in relation to environmental influences and prevailing literary tendencies from pioneer to recent times, and, incidentally, to develop some degree of literary discrimination.

Topics: The pioneer spirit in religious, historical, and journalistic writings; literature of the Revolution; statesmanship of the new nation; Nineteenth Century romanticism; transcendentalism; disunion and reunion; growth of a realistic spirit; literature of local color; contemporary literature of realism and revolt; such readings in literary history and biography as may be helpful in an understanding of the literature studied.

English 215. (Formerly 106.) Nineteenth Century Prose. (3 hours.) First semester—M., W., F., second period. First summer term—Daily, fifth period. (2 hours.) Prerequisites: Freshman English and one survey course.

Purpose: To familiarize the teacher with the work of the great essayists of the nineteenth century, and to show how varied was the thought for which the essay was the vehicle of expression.

Topics: This course includes a study of representative essays of the leading English and American essayists of the nineteenth century, with attention on the types of essays, and the literary, social, political, and religious or moral ideals set forth in the essays; an analysis of the prose style of some of the essayists; oral and written reports.

English 216. (Formerly 108.) The Short Story. (2 hours.) Second semester—Tu., Th., second period. Prerequisites: Freshman English and one survey course.

Purpose: To study and compare many types of stories and methods of construction; to study the development of the American short story from Irving to the present day; to acquaint the student with the best writers of stories and the best stories; to set up some criteria for judging a short story.

Topics: The technique of the short story; the development of the American short story; comparison of types and methods of the short story; romanticism and realism in stories; extensive reading of stories both foreign and American; the writing of a story or of a paper.

English 217. (New.) Contemporary Literature. Second summer term—Daily, fifth period. (2 hours.) Prerequisites: Freshman English and at least one survey course.

Purpose: The purpose of this course is to acquaint the student with the literary tendencies of the last decade and to foster a discriminating attitude toward current lteirature,

Topics: New names, new influences, and new trends, and the relation of these to former periods in the development of literature; the relative importance of old and new books; the proper emphasis upon literature of escape and that of self-realization; how to evaluate current literature; advantages and limitations of book-reviews and commercial organizations designed to assist in the selection of new books; the place of newspapers and magazines in our reading during leisure hours. The reading for this course is extensive rather than intensive and is not confined to the literature of any one type nor of any one nation.

English 311. (Formerly 107.) The Drama. (3 hours.) Second semester—M., W., F., seventh period. Second summer term—Daily, second period. (2 hours.) Prerequisites: Freshman English and one survey course.

Purpose: To give the student a knowledge of the technique and content of Shakespeare's dramas, and a knowledge of Shakespeare's England and of his contemporaries; to consider certain of his dramas with reference to their place in high school English.

Topics: The course includes an extensive reading of Shakespeare's dramas and an intensive study of the technique, sources, and content of a few; a discussion of the Elizabethan theater, the Elizabethan people, Elizabethan dramatics, movements, and events which influenced Elizabethan thought; the development of drama to the death of Shakespeare.

English 312. (Formerly 107a.) Contemporary Drama. (3 hours.) First semester—M., W., F., sixth period. First summer term—Daily, seventh period. (2 hours.) Prerequisites: Freshman English and one survey course.

Purpose; To acquaint the student with modern tendencies in drama; to give him a knowledge of movements and influences which have conbined to make our drama what it is today; to familiarize him with the best modern drama and dramatists of all countries; to help him establish some criteria for judging drama.

Topics: This course includes an extensive reading of modern dramas of all nations; a discussion of the development of drama from Ibsen to the present day; of modern technique in drama; of realism, naturalism, and romanticism in drama; of the problems treated in modern dramas; of the Irish movement and the Little Theater; and of the national and individual characteristics of dramatists.

English 313. (Formerly 110.) World Literature. (3 hours.) First semester—M., W., F., sixth period. Second summer term—Daily, fourth peroid. (2 hours.) Prerequistites: Freshman English and at least two courses in literature.

Purpose: To give the student some conception of the continuity of literature from ancient to modern times and to acquaint him with some of the masterpieces of literature of different nations.

Topics: Ideals and veiw of life in ancient Hebrew sacred literature, Greek epic and tragedy, Roman comedy, Teutonic mythology and saga, romance, Dante to Renaissance, Voltaire, Rousseau, Goethe's Faust; modern European criticism.

English 314. (Formerly 113.) The Novel. (3 hours.) Second semester—M., W., F., sixth period. First summer term—Daily, second period. (2 hours.) Prerequisites: Freshman English and one survey course.

Purpose: To acquaint the student with some of the choicest fiction of England and America, to interest him in that of other countries, and to raise the level of his taste in novels.

Topics: The development of the novel in England and America; the distinction between the romance and the psychological novel, and the place of each in our reading; some characteristics of harmful and worthless fiction; some tendencies of present-day novelists.

English 321. (New.) Romantic School of Poets. (3 hours.) Second semester—M., W., F., sixth period. Second summer term—Daily, first period. (2 hours.) Prerequisites: Freshman English and at least two courses in literature.

Purpose: To trace the development and culmination of the Romantic movement; to present the various elements that compose the movement.

Topics: The course includes the beginnings of Romanticism; Burns and his contribution; Wordsworth and his theory of poetry; Coleridge; Scott and Southey; Byron, Shelley, and Keats; definition of romanticism; written reports.

English 322. (Formerly 105 in part and 125 in part.) Victorian Poets. (3 hours.) First semester—M., W., F., seventh period. Second summer term—Daily, first period. (2 hours.) Prerequisites: Freshman English and one survey course.

Purpose: To familiarize the student with some of the characteristic poetry from the time of Tennyson until the close of the century, and to help him interpret the spirit of the age through its poetry.

Topics: The social, religious, industrial, and intellectual unrest of the time as evidenced by the poetry; the Oxford Movement; the pre-Raphaelite Brotherhood; naturalism and realism in the latter part of the period; the poetry of Tennyson, the Brownings, Arnold, Swinburne, the Rossettis, Morris, Hardy, and others; a comparison of the work of these poets with that of American poets of the period.

English 323. (Formerly 126.) Milton. (2 hours.) Second semester—M., W., seventh period. Prerequisites: Freshman English and two courses in literature.

Purpose: To acquaint the student with the poetic genius, philosophy, and ideals of Milton, and to present the whole body of his poetry.

Topics: The course includes a study of the life of Milton as it affected his writing; his earlier poetry; the development of his genius; the great epic **Paradise Lost** and its interpretation; **Paradise Regained** and **Samson Agonistes.**

English 324. (Formerly 130.) Medieval Story. (2 hours.) Second summer term—Daily, second period. Prerequisites: Freshman English and at least two courses in literature.

Purpose: To acquaint the student with the rich field of narrative literature of the Middle Ages, and to show how much of this literature is illustrated in the poetry of Chaucer.

Topics: The course consists chiefly of the various types of medieval story—the folk-epic, the beast tale, the metrical romance, the fabliau, the saint's legend, and the ballad; the social and moral ideals which they reveal.

English 131: (Formerly 116.) Public Speaking. (3 hours.) First semester—Tu., Th., S., third period. Prerequisite: First semester—Freshman English.

Purpose: To train students for effective participation in the normal public speaking situations of their professional lives.

Topics: Physiological basis of voice and corrective voice drills; changing fashions and requirements of public speaking; source and organization of speech materials; objectives and audience considerations; practice in preparation and delivery of speeches for various occasions, purposes and audiences; speech criticism; parliamentay procedure with participation drills.

Purpose. To give a more advanced knowledge of library methods for the student that has already had some instruction or training in this line of work.

Topics: The course takes up calaloging. classifying, administration, library records, and bibliography more in detail than English 366. Also includes carefully supervised practice work in the library with a chance for the student to work out many practical problems.

English 335. (Formerly 118.) Interpretative Reading. (3 hours.) First semester—M., W., F., fourth period. Second summer term—Daily, fourth period. (2 hours.) Prerequisite: Nine hours of English, including English 163 or its equivalent.

Purpose: To enable teachers to interpret literature in class room and platform reading, and to prepare them to train their pupils in interpretative reading.

Topics: Types of interpretation; gesture; pantomine; resonance; flexibility; range; study of enunciation and pronunciation continued; sources of materials; criteria established for selecting readings, preparing contestants and readers, and judging contests. Much individual work under careful direction is afforded.

English 161. (Formerly 102.) Literature for Primary Grades. (2 hours.) First semester—Tu., Th., second period. Second semester—Tu., Th., fourth period. First summer term—Daily, seventh period. Second summer term—Daily, seventh period. Prerequisite: Freshman English.

Purpose: To familiarize the primary teacher with some of the best literature for children and to render her more capable of guiding children's reading.

Topics: The course includes an extensive reading of children's books and a discussion of the history of children's literature, the needs and interests of the growing child, the characteristics of both desirable and undesirable books for children, and the development of the child's taste in reading. Principles of teaching literature and methods of presentation are incidently touched upon.

English 163. (Formerly 115.) Fundamentals of Speech. (3 hours.) First semester—M., W., F., seventh period. Second semester—Tu., Th., S., second period. First summer term—Daily, fourth period. (2 hours.) Second summer term—Daily, sixth period. Prerequisite: First semester—Freshman English.

Purpose: To enable teachers to acquire for themselves attractive voices and pleasing speech habits for reading and speaking, and to equip them for developing these qualities in their pupils.

Topics: Corrective drill work for posture and movement; the applied science of voice production; characteristics of a pleasing voice; individual diagnosis of voice qualities; tone-placing; enunciation; pronunciation; pitch, stress, and volume. The course affords much practice in individual speaking and reading under careful, constructive criticism.

English 164. Reading in the Elementary School. (3 hours.) First semester—M., W., F., sixth period. Second semester—Tu., Th., S., third period. First summer term—Daily, second period. (2 hours.)

Second summer term—Daily, second period. Prerequisite: First semester—Freshman English.

Purpose: To familiarize the elementary school teacher with the best modern principles, methods, and devices; to enable him to see these theories carried out in actual practice; to acquaint him with the best literature of the teaching of reading, together with the best basal and supplementary texts available for this purpose.

Topics: Objectives of reading in the elementary school; reading in the primary and intermediate grades; the place of oral reading in the grades; individual differences; word difficulties; phonics; measuring reading instruction; motivation; materials of instruction.

English 165. (Formerly 104.) Grammar for Teachers. (3 hours.) Second semester—M., W., F., fourth period. Prerequisite: Freshman English.

Purpose: To review the principles of English grammar and acquaint the teacher with some of the problems connected with the teaching of grammar.

Topics: In the course are studied the parts of speech, syntax, and sentence analysis. The history of the English language, the history of the teaching of grammar, and methods of testing and measuring progress are also touched upon.

English 166. (Formerly 111.) Library Methods. (1 hour.) First semester—Section 1, M., fourth period. Section 2, Tu., fourth period. Section 3, W., fourth period. Second semester—Section 1, M., fourth period. Section 2, Tu., fourth period. Section 3, W., fourth period. First summer term—Section 1, (½) M., W., F., fourth period. (½) W., F., fourth period. Section 2, (½) Tu., Th., fourth period. (½) M., Tu., Th., fourth period. Second summer term—Section 1, (½) M., W., F., fourth period. (½) W., F., fourth period. Section 2, (½) Tu., Th., fourth period. (½) M., Tu., Th., fourth period.

Required of all freshmen and carrying credit only in the freshman year.

Purpose: To give the student a working knowledge of the library in order to be able to use it most intelligently and effectively.

Topics: The course includes discussions of the card catalog, library plans, principles of classification, mechanical make-up of a book, reference books, indexes, bibliography, and printed aids in book selection. Extensive outside reading is expected of the student, also frequent oral reports and book reviews.

English 263. (Formerly 117.) Play Coaching. (3 hours.) Second semester, M., W., F., seventh period. First summer term—Daily, first period. (2 hours.) Prerequisite: Six hours of English, including English 163 or its equivalent.

Purpose: To acquaint the teacher with the principles of artistic play production and to familiarize him with the elements of the technique of coaching and staging plays.

Topics: Suitable plays for school production; theories of directing amateur dramatics; characteristics of worthwhile school productions; choosing the cast; rehearsing the play; costuming; make-up; lighting; stage settings; sources of materials. Several one-act plays are produced in class, and make-up is done on actual productions.

English 264. (Formerly 119.) Story Telling. (3 hours.) Second semester—M., W., F., fourth period. Prerequisite: English 161 or its equivalent.

Purpose: To acquaint the teacher with the materials for story telling, and with the techniques to be used in different grades and with different audiences.

Topics: History of story telling; purpose and aim of story telling; the story interests of childhood; preparing the story; telling the story; condensing and expanding the story; dramatizing the story; uses of the story in school room subjects; technique suitable to various ages and types of children; technique required for adults. A considerable stock of stories of a wide range of appeal is mastered. Much practice is given in the actual telling of stories to children. Constructive analysis of each student's performance is afforded.

English 365. (Formerly 114.) The Teaching of Literature in High School. (3 hours.) Second semester—Tu., Th., S., fourth period. First summer term—Daily, fourth period. (2 hours.) Prerequisites: Freshman English and two survey courses.

Purpose: To develop powers of literary interpretation and appreciation; to afford a critical knowledge of the best material equipment for the teaching of literature; and to insure an applied knowledge of best methods of teaching literature to high school students.

Topics: General nature of literature; prose and poetry distinctions; rhythmic and sound values in verse; imagery; forms and types of verse; elements of prose style; evolution of methods in the teaching of high school literature; objectives of high school literature; courses of study in high school literature; text-books and best editions; content and treatment of supplementary reading; tests and their uses; supplementary material—maps, pictures, charts; the classroom as a teaching agency; discovery and application of best methods of teaching chief types of literature.

English 366. (New.) Library Science. First semester—M., W., F., first period. (3 hours.) First summer term—Daily, fifth period. (2 hours.) This course is open only to students majoring in English or Social Science.

Purpose: To present the subjects discussed in English 166 more in detail in order to give the student a thorough knowledge of the function of the library.

Topics: The course includes school library management and administration; bibliography; reference books; selection and evaluation of books for school libraries; classification; cataloging and library records.

English 367. (New.) Library Science. (3 hours.) Second semester—M., W., F., first period. Second summer term—Daily, sixth period. (2 hours.) Open only to students majoring in English or Social Science. Prerequisite: English 366.

DEPARTMENT OF FOREIGN LANGUAGES

TEACHERS COLLEGE COURSES

Miss Pollitt Mrs. Murbach

The Latin courses of the Department of Foreign Languages are organized to meet the needs of three classes of students:

(1) Those who present three or more units of high school Latin for entrance, or the equivalent thereof, and who select Latin as their major subject while in college, expecting to teach it after graduation. The courses recommended, and in most instances required, for this group are Foreign Language 104, 105, 108, 201, 202, 311, 361, 113.

(2) Teachers who wish courses in methods of teaching Latin in high schools. The texts that have been put out since the report of the Classical Investigation and the newest methods of approach will be studied. With the consent of the head of the department, certain students who have had no Latin will be admitted to the first of these courses provided the maturity and ability of the applicant enable him to do rapid and satisfactory work. Such courses are Foreign Language 121, 122, 123.

(3) Those who, irrespective of their previous study of the classical languages and literature, desire for general and cultural purposes to become acquainted with the civilizations of Greece and Rome. The courses recommended for this group are Foreign Language 112, 113, 114.

Foreign Language 104. Selections from Livy. (3 hours.) Second semester—Tu., Th., S., third period. Prerequisite: Three units of high school Latin, or the equivalent thereof.

Purposes: (a) To develop the power of rapid translation for information; (b) to gain first hand acquaintance with the source books of Roman history; (c) to acquire correct pronunciation and habit of reading the original Latin text.

Topics: (a) Survey of Roman history from foundation of Rome to close of second Punic War as related to Livy's History Books I, XXI, and XXII; (b) assigned readings from such historians as Mommsen, Heitland and others; (c) cursory examination of Livy's source material; (d) comparative study of Rome and Carthage; (e) critical study of Livy's style.

Foreign Language 108. Selections from Horace. (3 hours.) First semester—M., W., F., second period. First summer term—Daily, second period. (2 hours during summer term.) Prerequisite: Three units of high school Latin, or the equivalent thereof.

Purposes: (a) To afford the student a comparative view of the Augustan Age, the most brilliant period of Latin literature; (b) to develop appreciation for the metrical perfection of Horace and his contemporaries; (c) to emphasize as in 104 the value of reading from the Latin text, both for metrical values and pronunciation habits.

Topics: (a) Selected Odes, Epodes and Satires of Horace; (b) selections from Catullus for comparative study: (c) study of Augustan Age, both from a literary point of view and political; (d) study of Horace's personality, point of view and philosophy of life; (e) comparison between the Rome of Horace and the city of today; (f) study of various metres employed by Horace, with special attention to the Greek examples; (g) study of translation for poetic appreciation, with study of English translations of Horace's poems.

Foreign Language 201. Latin Prose of the Silver Age. (3 hours.) Second semester—M., W., F., second period. This course is offered in alternate years with 203, and will be given in 1929-30. Prerequisites: Foreign Language 104 or 105 or the equivalents thereof.

Purposes: (a) A continuation of study of Latin literature; (b) translation for information; (c) to supply the student first hand information of this age of Roman life and letters.

Topics: (a) Letters of Pliny the Younger; (b) Tacitus Agricola; (c) selected readings from other representative writers.

Foreign Language 202. Satire and Epigram. (3 hours.) First semester—Tu., Th., S., third period. Prerequisites: Foreign Language 104 or 105 or the equivalents thereof.

Purposes: (a) To develop power to read Latin for content; (b) to develop literary appreciation; (c) to show the student Roman society of the first century A. D. through contemporary eyes.

Topics: (a) Selected Satires of Juvenal; (b) selected epigrams of Martial; (c) study of development of Satire in Latin literature, with assignments from Horace; (d) study of Satire in English translations of Juvenal; (e) study of epigram as a literary expression.

Foreign Language 203. Latin Literature of the Early Empire. (3 hours.) Second semester—M., W., F., seventh period. This course is offered in alternate years with 201, and will be given in 1930-31. Prerequisites: Foreign Language 104 or 105 or the equivalents thereof.

Purposes: To introduce student into the literature of this, the most brilliant period of Latin literature.

Topics: The Oxford University Press text—selections compiled by A. C. B. Brown. The selections form a connected and contemporaneous discussion of the following subjects: politics, education, literature, philosophy, social types, and town and country life.

Foreign Language 112. Legacy of Greece. (2 hours.) First semester—Tu., Th., sixth period. First summer term—Daily, sixth period. Prerequisite: There is no Foreign Language prerequisite in this course which is given entirely in English and open to all students whose training admits participation in the course.

Purpose: To acquaint the average student with the more important contributions made by ancient Greece to our present civilization.

Topics: (a) Lectures on Greek Literature, Greek Art and Architecture, Greek Philosophy, and Greek Politics; (b) assigned reading or specially prepared bibliography; (c) note books; (d) reports and term papers.

Foreign Language 113. Legacy of Rome. (2 hours.) Second semester—Tu., Th., fourth period. (Credit may be given this course in the Social Science Department.) Prerequisite: There is no Foreign Language prerequisite in this course which is given entirely in English.

Purpose: This course is similar in purpose and design to Foreign Language 112, and attempts to show the Roman contribution to modern civilization, as the former does the Greek.

Topics: (a) Lectures on Latin Literature, Roman Art and Architecture, Roman Law and Roman Institutions; (b) assigned readings; (c) note books; (d) reports and term papers.

Foreign Language 114. Latin-English Word Formation. (3 hours.) First semester—M., W., F., fourth period. (With the consent of the head of the department in English, credit will be given this course in that department.) Prerequisites: Two units of high school Latin.

Purposes: To trace the contribution of the Latin language to the English.

Topics: (a) History of English language; (b) word formation by the prefixes and suffixes; (c) Latin root meanings; (d) study of English words of Latin derivation.

Foreign Language 311. Survey of Latin Literature. (3 hours.) Second semester—M., W., F., first period. Prerequisite: This course is given entirely in English, but unless the student has considerable literary background, not only of Latin, but also of English, he would not be able to enter the course. Open only to senior college students.

Purpose: To furnish a literary and historical survey of Latin literature from its earliest periods to the late Latin of middle ages.

Topics: (a) Mackails Latin Literature; (b) selected readings from either Cunliffe and Showerman, Howe and Harrer, Laing or others; (c) students who have proficient reading ability will be expected to do assigned reading in original.

Foreign Language 121. Intensive Study of First Year Latin. (2 hours.) First summer term—Daily, fourth period. Prerequisite: None.

Purposes: (a) The work of this course represents the equivalent of one year's high school Latin and is recommended for teachers of Latin who wish to become acquainted with the newer text books and methods which have been introduced since the Classical Survey. It is not to be given college credit, if Latin has been used for entrance credit, except by indorsement of the Dean at time of registration; (b) mature students who have some immediate purpose in beginning in college the study of Latin, such as pre-medical or other pre-professional students, will be admitted.

Topics: Study of first year Latin according to latest text books, using topics recommended by Classical Survey.

Foreign Language 122. Intensive Study of Caesar. (3 hours.) Second semester—M., W., F., fourth period. Offered in alternate years with Foreign Language 123; given in 1929-30. Prerequisite: One unit of high school Latin.

Purposes: The object of this course is identical with that of Foreign Language 121, viz: (a) for review work for teachers; (b) for pre-professional work; (c) to make up earlier deficiencies in Latin.

Topics: (a) Careful review of first year material; (b) Caesar's Gallic and Civil Wars; (c) selected readings from writers of similar difficulty.

Foreign Language 123. Intensive Study of Cicero or Ovid. (3 hours.) Offered in alternate years with Foreign Language 122; given in 1930-31. Prerequisite: Two units of high school Latin.

Purpose: The object of this course is identical with that of Foreign Language 122.

Topics: Cicero or Ovid will be studied as needs of the students require; an occasional variation is Vergil. Course developed with especial reference to students along same lines as 122.

Foreign Language 151. (Formerly French 101.) Elementary French. (3 hours.) First semester—Tu., Th., S., fourth period. First summer term—Daily, first period. (2 hours.) Prerequisites: No prerequisite although at least two years of Latin are highly desirable.

Purposes: (a) To introduce the student into the field of modern language study and acquaint him with the mechanics of the subject; (b) to arouse interest in French literature by the early reading of excerpts from the French classics.

Topics: First thirty-five lessons in MacKenzie & Hamilton "Elementary French Grammar"; reading of forty pages in "Contes de France", Meras & Roth; drill on oral French, beginning of French conversation, and special ear training in French sounds by use of French victrola records.

Foreign Language 152. (Formerly French 102.) Elementary French. (3 hours.) Second semester—M., W., F., seventh period. Second summer term—Daily, first period. (2 hours.) Prerequisites: Foreign Language 151 or one unit of high school French.

Purposes: To continue the study begun in 151. This course is primarily for junior college students but senior college students may be admitted on approval of the Dean and head of the department.

Topics: Lessons 35-62, MacKenzie "Elementary French Grammar"; pgs. 59-126, "Petits Contes de France," Meras & Roth; "Le Voyage de M. Perrichon", Labiche; copios work in oral French.

Foreign Language 153. (New.) French Civilization. (2 hours.) Second semester—M., W., fourth period. First summer term—Daily, fourth period. Second summer term—Daily, second period. Prerequi-

sites: No prerequisite in French is prescribed although an acquaintance with the language is desirable.

Purposes: This course is designed to give the student an insight into French thought by a review of the social conditions from which it has evolved.

Topics: The course consists of lectures and assigned readings. A survey of French history, politics, art and literature will be given.

Foreign Language 251. (Formerly 103.) Intermediate French. (3 hours.) First semester—Tu., Th., S., third period. First summer term—Daily, second period. (2 hours.) Prerequisites: Foreign Language 151, 152 or two units of high school French.

Purposes: (a) To continue the study of French grammar; (b) to increase the student's use and comprehension of oral French; (3) to read material explanatory of French life and customs.

Topics: Nine lessons, Bond's Review Essentials of French Grammar and Composition; "France" by Michaud; continued practice in oral French.

Foreign Language 252. (Formerly 104.) Intermediate French. (3 hours.) Second semester—M., W., F., sixth period. Second summer term—Daily, third period. (2 hours.) Prerequisites: 151, 152 and 251 or three units of high school French.

Purposes: To increase skill in translating and writing French and in comprehending and using the spoken French.

Topics: Lessons 10-18, Bond's Review Grammar; "Colomba", Merimee.

Foreign Language 253. (New.) Nineteenth Century Novel. (3 hours.) First semester—M., W., F., fourth period. Prerequisites: 251, 252 or four units of high school French.

Purposes: (a) To develop the student's powers to read French rapidly; (b) to increase facility in the use of spoken French.

Topics: Hugo, "Quatre-vingt Treize"; Dumas, "Les Trois Mousquetaires"; Sand, "La Mare au Diable; Balzac, "Eugenie Grandet"; all class discussion of classics will be done in French.

Foreign Language 255. (New.) Nineteenth Century French Novel. (3 hours.) Second semester—M., W., F., first period. Prerequisites: Foreign Language 253.

Purpose: To continue the work begun in 253.

Topics: Collection of de Maupassant's stories; Lamartine's "Graziella"; Daudet's "Le Petit Chose"; Loti, "Ramuntcho". French will be used almost exclusively in the classroom.

Foreign Language 351. (New.) Eighteenth Century French Literature. (3 hours.) First semester—M., W., F., first period. Prerequisites: 253 or 355. This will be offered in alternate years with 353-354. This course will be available in 1929-30.

Purposes: This is the most advanced French course offered here and upon its completion the student will be equipped to teach French in high schools if so desired. A careful review of French grammar and pronunciation will be made and as wide reading in the century as time will permit.

Topics: Dubrule and Manser "French Composition and Pronunciation Exercises;" library reading of the transition period (Bayle Fontenelle, Montesquieu); slections of Voltaire's prose; selections from Diderot. French only will be used in the classroom.

Foreign Language 352. (New.) Eighteenth Century French Literature. (3 hours.) Second semester—M., W., F., second period. Prerequisites: 351.

Purposes: To complete the survey of the eighteenth century literature and the review of French grammar.

Topics: Continued study of the Dubrule composition book; Rousseau, "Vie et Oeuvres"; Lesage, "Turcaret"; Marixaux, "Le jeu de l'amour et du Hasard"; Beaumarchais, "Le Barbier de Seville". All class discussion will be conducted in French.

Foreign Language 353. Seventeenth Century French Literature. (3 hours.) Not offered 1929-30. Prerequisites: 253 or 355. To be offered in 1930-31, as it is given in alternate years with 351-352.

Purposes: To acquaint students with the so-called "golden age" of French literature.

Topics: Corneille, "Le Cid," "Horace," "Polyeucte;" Racine, "Andromaque," "Britannicus," "Athalie;" Moliere, "L'Avare," "Les Precieuses' Ridicules;" French to be used exclusively in the classroom.

Foreign Language 354. Seventeenth Century French Literature. (3 hours.) Not offered 1929-30. Prerequisites: 353.

Purposes: To continue the survey of seventeenth century French literature.

Topics: Collection of the letters of Mme. de Sevigne; selections Bossuet, from Boileau and from Pascal. French used in all discussion.

Foreign Language 355. (New.) Nineteenth Century Drama. (2 hours.) First semester—Tu., Th., sixth period. Prerequisites: 251, 252 or four units of high school French.

Purposes: (a) To study the outstanding dramas of the romantic and realistic schools; (b) to stimulate interest in the French life and thought of this interesting period.

Topics: Hugo, "Hernani;" Dumas fils, "La Question d'Argent;" Augier-Sandeau, "Le Gendre de M. Poirier;" Rostand, "Cyrano de Bergerac;" Hervieu, "La Course du Flambeau;" Brieux, "Blanchette;" Scribe. "Le Verre d'Eau;" Sardou, "Les Pattes de Mouche," Library assignments in Smith's "Tendencies in Modern French Drama."

Foreign Language 361. The Teaching of Latin. (3 hours.) First semester—M., W., F., fifth period. Prerequisite: Four units of high school Latin and six semester hours of college Latin.

Purpose: To prepare Latin majors for teaching subject.

Topics: (a) Study of classical survey; (b) examination of newest available text books in first year Latin; (c) use of modern methods in poster and note book material; (d) examination of Classical Journal, Classical Weekly, Latin notes, etc.

Foreign Language 365. (New.) Teacher Training Course. (1 hour.) First semester, M., fifth period. Second semester—F., fourth period. Prerequisites: 253 or 255.

Purposes: To review grammar principles and phonetics; to take up methods used in teaching French in elementary and high schools; to discuss textbooks, anthologies and sources of material for extra curricular interests in language for teacher and student.

Topics: Handschin's "Methods of teaching modern languages;" Nitze and Wilkins "Handbook of French Phonetics;" library reading of the "Report of the Committee of Twelve;" assigned readings in the Modern Language Journal.

DEPARTMENT OF GEOGRAPHY AND GEOLOGY

TEACHERS COLLEGE COURSES

Mr. Kennamer Miss McKinney

Geography 101. Principles of Geography. (3 hours.) First semester—Section 1, Tu., Th., S., first period. Section 2, M., W., F., first period. Section 3, Tu., Th., S., third period. Section 4, M., W., F., fifth period. Second semester—Section 1, M., W., F., first period. Section 2, Tu., Th., S., first period. Section 3, M., W., F., fourth period. Section 4, M., W., F., eighth period. First summer term—(2 hours.) Section 1, daily, first period. Section 2, daily fifth period. Second summer term—Daily, first period. Required of all students taking the standard certificate.

Purposes: (a) To acquaint the student with the tools necessary in geography work, (b) To help the student acquire a geographic vocabulary, (c) To give the student a working knowledge of the basic principles underlying the science of geography .

Topics Studied: The use of maps, globes, tellurians and atlesses; the use and interpretation of charts, diagrams, and statistics; a brief history of the changing aspects of geography; the nature of human geography; the earth's form and movements, their results and influences upon man; the continents and their influences upon man; human activities in mountains and plains; the influence of the oceans on man; the use of inland waters; man's relation to soil and minerals; man and vegetation in different types of climatic regions; the effects of population density upon standards of living; distribution of the population of the earth.

Geography 201. Physical Geography and Geology. (3 hours.) First semester—Lecture, M., W., seventh period. Laboratory, F., seventh and eighth periods.

Purpose: This course is designed (a) to give the student a knowledge of the land forms, their origin and history, their changes, and their influence on man, (b) to teach the use of geologic and topographic maps, and (c) to teach the student to interpret present day environment.

Topics: Materials of the earth; weathering; work of wind; work of ground water; work of streams; work of glaciers; the ocean and its work; the structure of the earth; earthquakes; volcanoes and igneous intrusions; metamorphism; mountains and plateaus; ore deposits; soils, their classification and origin; major physiographic features, their origin and influence on man.

Geography 202. Climate and Life. (3 hours.) Second semester —Lecture, Th. S., second period. Laboratory, Tu., second and third periods.

Purpose: This course is planned (a) to provide an interpretation of weather conditions and processes, (b) to interpret climatic data and charts, (c) to note the various climatic elements—their distribution and their variations, (d) to study the common climatic types of the world on a regional basis; and (5) to emphasize the human responses to weather and climate.

Topics: Weather and weather observation; elements of climate; climatic regions of the world; a study of climate as affected by the physical factors of sun, mountains, land and water; changes in temperature, pressure, winds—direction and force; humidity, cloud phenomena, precipitation, and the major types of storms; forecasting; the climatic regions of the world; weather conditions and their relation to human activities.

Geography 205. Economic and Historical Geology. (3 hours.) Second semester—Lecture, M., W., fifth period. Laboratory, F., fifth and sixth periods. First summer term—Daily, fourth period. (2 hours.)

Purpose: This course is planned (a) to familiarize the student with the earth's history as revealed in its rocks; (b) to teach him to correlate the lessons of maps and the rocks.

Topics: The origin of the earth; genesis of ore deposits, evolution of plants and animals; origin of mountains; history and growth of continents; the earth's interior; formation and recognition of common rocks and minerals; architecture of the earth; geologic time table; the geologic eras; the growth of knowledge of the earth; man's place in nature; geology in the service of man-applied to industry, and to the larger affairs of men.

Geography 221. Economic Geography of the Industries. (3 hours.) First semester—Tu., Th., S., second period. Second semester—Tu., Th., S., fourth period. Second summer term—Daily, second period. (2 hours.)

Purpose: (a) To acquaint the student with the major industries of the world, and the principal factors influencing domestic and international trade; (b) to give the student a back ground for study in international relations and world problems.

Topics: The nature of economic geography; the piace and nature of agriculture; the cereals; the starch foods; the forage crops; vegetable crops; fruit crops and wine industries; sugar; vegetable oils; condiments and tobacco; vegetable fibers; non-food vegetables; fisheries; the animal foodstuffs; animal fibers, furs and skins; the fundamentals of manufacture, fuel and power; the forest industries and paper; the iron and steel industries; the mineral industries; textiles; leather and rubber; inland transportation, North America; international trade and transportation; trade centers and world trade routes.

Geography 361. Materials and Methods in the Teaching of Geography. (2 hours.) Second semester—Tu., Th., sixth period. First summer term—Daily, seventh period.

Purpose: To acquaint the student with the objectives of geography teaching; (b) to acquaint the student with the best materials available for this type of work; (c) to give instruction in the best methods of teaching geography in the elementary and junior high schools.

Topics: Objectives in the teaching of geography, evolution and technique of visual aids; standard equipment for geography teaching; presentation of textual materials; the purpose and conduct of local field studies; comparative study of recent courses and texts in geography.

Geography 271. (Formerly 171.) Geography of North America. (2 hours.) First semester, Tu., Th., sixth period. Second semester—Tu., Th., seventh period. Second summer term—Daily, fourth period.

Purpose: An intensive study of English America, designed (a) to give the students a knowledge of the regional geography of the English speaking countries of North America; (b) to acquaint the student with the place geography of the continent necessary to intelligent reading of newspapers and magazines; (c) to give the student an appreciation of the geographic resources, possibilities and handicaps of the three countries studied.

Topics: The United States as a national unit; the geographic regions of the United States as the Upper Lake Region; the Driftless Area, the Atlantic Coastal Plain, the Piedmont, the Interior Highlands, the Puget Sound Trough; the geographic regions of Canada as the Great Lakes-St. Lawrence Region, the Prairie Plains and Arctic Meadows, the Pacific Mountain Region; Alaska.

Geography 272. Geography of Europe. (3 hours.) First semester—M., W., F., sixth period. First summer term—Daily, eighth period. (2 hours.)

Purpose: (a) To make the student thoroughly familiar with the map and political geography of the present European countries; (b) to give the student an appreciation of the geographic handicaps and advantages of the various European countries; (c) to make the student familiar with the important place geography of Europe.

Topics: (a) The general geographic setting of Europe as a whole; (b) the physiographic climate, economic, and political geography of each of the major countries; (c) European trade and commerce; (d) the geographic advantages and handicaps of the various European countries that have resulted from the changes in boundaries that followed the World War.

Geography 273. Geography of Latin America. (3 hours.) Second semester—M., W., F., seventh period. First summer term—Daily, sixth period. (2 hours.)

Purpose: The purpose of this course is to give the student an acquaintance with the geography of Mexico, Central America, West Indies and South America that will enable him to understand the economic development of each and to follow intelligently the trend of political events within them.

Topics: International importance of Latin America; growing interest of the United States in Latin America; Historical geography of discovery, settlement and development; Carribean resources; South America in world trade; the Panama Canal; population distribution; transportation facilities; climatic and physiographic regions; economic geography of the Pampas, the Amazon Basin, Central Mexican Plateau; the Llanos, Andean Highlands.

Geography 371. Geography of World Problems. (3 hours.) Second semester—M., W., F., second period. Second summer term—Daily, fifth period. (2 hours.) Prerequisite: Junior standing and six hours of geography.

Purpose: The purpose of this course is to study the geographic, economic and historic factors affecting current international problems and to gain thereby the cultural values of world citizenship through an interest in, and knowledge of, world affairs.

Topics: Geography and the evolution of nations; the expansion of Europe; European influence in world affairs; economic resources; the British Empire and its many problems—India, Egypt, Ireland, South Africa; Geography and problems of major nations of the orient; Islamism; Russia, past and present; Europe in Africa; the problems of the Far East.

Geography 374. Geography and Geology of Kentucky. (2 hours.) First semester—M., W., eighth period. Second summer term—Daily seventh period.

Purpose: The purpose of this course is (a) to familiarize the student with the geologic history and structure of Kentucky; (b) the various regional, phsical and cultural landscapes of the state; (c) the wide range of physical influences which make up the geographic environment, and (d) the many responses man has made or could make in making a living in the State.

Topics: The Kentucky country; geology; surface and drainage; weather and climate; native vegetation; native animals; native people; the coming of the white man; the soil and its conservation agriculture; animal industries; mineral resources; manufacturing; transportation; location and growth of cities; Louisville and the cities of the Ohio Basin; other cities; the counties of Kentucky; cultural features of Kentucky—government, education; Kentucky of the future.

Geography 377. Conservation of Natural Resources. (3 hours.) First semester—M., W., F., second period. First summer term—Daily, second period. (2 hours.)

Purpose: A course of practical value to all citizens and particularly to teachers of future citizens in that it emphasizes thrift and the wise use of all natural resources, and condemns waste.

Topics: History of the conservation movement; the forest resources; soil depletion and restoration; the land resources; the fertilizer resources; water origin and supply; water power; irrigation and reclamation; navigation; the mineral resources; the mineral fuel, coal, petroleum, natural gas; the metallic resources, iron, copper, lead, gold, zinc, aluminum, silver, uranium and radium; the human resources; agricultural losses.

Geo 380 : Methods of Teaching Geog.
Dr Kennamer. 12-3-62

DEPARTMENT OF HOME ECONOMICS

TEACHERS COLLEGE COURSES

Miss Dix Miss Acree Miss Burrier

The primary purpose of the department of Home Economics is to train teachers of Home Economics subjects for junior and senior high schools of the state.

To meet the minimum requirements for a bachelor of science degree in education with a major in Home Economics and at the same time qualify to teach in a federally aided school, persons majoring in Home Economics must complete thirty-four semester hours of work in that field, including the following courses: Home Economics 102, 103, 112, 201, 211, 222, 315, 316, 321, 361, Education 263.

Occasionally a student feels that he must withdraw from school and teach at the Standard Certificate level. In that event such a student should satisfy the minimum departmental requirements as prescribed by the Normal Executive Council.

All students majoring in Home Economics must have their schedules sanctioned by the head of the Home Economics department.

Home Economics 101. Food Study and Cookery. (3 hours.) First semester—M., W., F., first period; and M. W., second period. Second semester—M., W., F., first period; and M., W., second period. First summer term—Daily, seventh and eighth periods. (2 hours.) Second summer term—Daily, first and second periods.

Purpose: To familiarize the students with the general composition of foods and their place in the diet; to teach the fundamental principles of preparation of foods most commonly used in the home; to serve food correctly; to develop table ettiquette.

Topics: Choice, preparation and serving of foods suitable for breakfasts, luncheons, dinners, suppers, and teas. Each series of units of work is completed with the planning and preparing and serving of the meal of that unit.

Home Economics 102. (Formerly 107.) Meal planning, Preparation and Serving. (3 hours.) First Semester—Tu., Th., F., fourth period and T., Th., third period. Second semester—Tu., Th., F., fourth period; and Tu., Th., third period. Prerequisites: Home Economics 101 or its equivalent in an accredited high school on consent of the head of the Home Economics department; Home Economics 103.

Purpose: To enable the student to plan, prepare and serve well balanced meals of the home types at varying costs; to familiarize students with different types of table service; to give them an opportunity to more extensively study table ettiquette.

Topics: Principles of a well balanced meal; preparation and serving of well planned meals with different types of service; study of the respective duties of hosts, hostess, guests, members of the family,

and waitresses; computation of costs of various type of meals; table decorations and accessories for various occasions; care of table linens.

Home Economics 103. Source, Selection and Costs of Foods. (2 hours.) First semester—Tu., Th., sixth period; and Tu., seventh period. Second semester—Tu., first period; and Tu., Th., second period.

Purpose: To familiarize and aid in solving marketing problems of the home and to acquaint the prospective teacher with the various grades of foods and marketing conditions.

Topics: Source, selection and comparative costs of foods used in the home; preparation and comparison of dishes made from various grades of the same foods.

Home Economics 201. (Formerly 110.) Dietetics. (2 hours.) Second semester—M., W., F., sixth period; and M., W., seventh period First summer term—Daily, fifth and sixth periods. (2 hours.)

Purpose: To give students an opportunity to know nutritional values of foods; to apply the fundamental principles of human nutrition to the feeding of individuals under various physiological, economic and social conditions.

Topics: Composition of common foods; requirements of the body under different living conditions; dietary problems; prevention of diseases through diet.

Home Economics 111. (Formerly 102.) Garment Making. (3 hours.) First semester—M., W., F., first and second periods. Second semester—M., W., F., first and second periods. First summer term—Daily, first and second periods. (2 hours.) Second summer term—Daily, first and second periods.

Purpose: This course is designed to acquaint the student with the fundamentals of garment construction. Emphasis is placed on both hand and machine sewing. It also aims to develop an appreciation for artistic clothing so the individual may more wisely select ready made garments.

Topics: Study of the sewing machine and attachments; making of simple foundation patterns; selection of materials suitable for simple wash dress, kimona, or gown; construction of any one kimona garment; study of materials, colors and designs suitable for various undergarments; construction of undergarments, one of which involves tailored finishes; care and repair of clothing; clothing budgets.

Home Economics 112. (Formerly 103.) Dressmaking. (2 hours.) First semester—Tu., Th., first and second periods. Second semester—Tu., Th., first and second periods. Second summer term—Daily, fifth and sixth periods. Prerequisite: Home Economics 111 or its equivalent in an accredited high school on consent of the head of the Home Economics department.

Purpose: The purpose of this course is to let the student acquire knowledge of appropriate and becoming clothing; to aid the student in interpreting commercial patterns; to create in her a confidence in cutting, fitting, and altering commercial patterns to suit an individual; to teach the economic values of renovation and remodeling through a practical problem.

Topics: Study of line, color and design in materials suitable to different types of figures; alteration of commercial patterns; special treatments in cutting, fitting, construction and finishing of dresses of cotton, linens, and silks; remodeling of wool dresses.

Home Economics 211. (Formerly 104.) Textiles. (2 hours.) First semester—M., sixth and seventh periods, and W., sixth period.

Purpose: To acquaint the student with standard textile fabrics on the market suitable for clothing and house furnishings; to give the student a knowledge of the proper treatments in laundering of the various classes of textile fibers; to develop in the student an appreciation of good textile fabrics and to develop an understanding of the student's responsibility as a consumer and a teacher.

Topics: Microscopic study of fibers; simple household tests for the determination of fiber content; reaction of acids and alkalies on the various fibers; study of the manufacture of fibers and fabrics and the study of manufacturing conditions; identifying materials by commercial names; economical and social aspects of textile purchase; removal of stains and laundering.

Home Economics 315. (Formerly 109.) Clothing Design. (3 hours.) First semester—Tu., Th., third and fourth periods, and F., fourth period. Prerequisites: Home Economics 112, 211; Art 161.

Purpose: To develop originality in design from the various sources of inspiration; to gain a thorough knowledge of the principles of design which underly costume design; to create a keener appreciation for good line, color, spacing, and simplicity in costume thru the study of current designs and historic costume.

Topics: Study of line and color in relation to features and stature of various individuals; effect of accessories on costumes; the making of a dress form to be used in draping various types of garments. Two draped garments are to be completed and criticised in class. One is to be an afternoon or evening dress, the other a tailored garment.

Home Economics 316. Tailoring. (2 hours.) Second semester—Tu., Th., third and fourth periods. First summer term—Daily, fifth and sixth periods. Prerequisites: Home Economics 112.

Purpose: The ultimate aim of this course is to give prospective teachers experience in the handling of woolen materials and to acquaint them with principles of tailoring.

Topics: Cutting, fitting, constructing and finishing a tailored dress for an adult and a coat for either an adult or a child.

Home Economics 222. (Formerly 105b.) The House. (3 hours.) First semester—M., W., F., sixth period, and W., seventh period. Second summer term—Daily, fifth and sixth periods. (2 hours.) Prerequisites: Art 161 and Art 372.

Purpose: To become acqauinted with the principles of house planning, decorating, and furnishing of a house: to plan appropriate backgrounds for various rooms according to use and location in the house; to choose and arrange furniture to its best advantage; to develop an appreciation for artistic and beautiful surroundings.

Topics: Harmony, proportion, balance and emphasis on color; the application to selection of window drapes and rugs, wall treatments and furniture; period furniture; refinishing of furniture; selection and making of accessories.

Home Economics 223. (Formerly 121.) Home and Social Problems. (2 hours.) Second semester—Tu., Th., sixth period.

Purpose: To create in boys a desire for higher home and social standards, thus helping them for the job of home making and more efficient citizens.

Topics: Nutrition, meal planning and home cookery; standards of social conduct and home relationships; choice and care of clothing; economic aspects of home making; camp cookery; first aid.

Home Economics 224. Household Equipment. (2 hours.) Second semester—Tu., Th., sixth period. First summer term—Daily, fourth period.

Purpose: To familiarize girls with various types of modern household furnishings and enable them to more wisely purchase equipment of various types; to help them realize the value of labor saving devices in the home.

Topics: Laundry and kitchen furnishings including electric and non-electric; cleaning equipment; bedding, linens, china, glassware, and silver; floor coverings, etc.; care of furnishings.

Home Economics 321. (Formerly 106.) House Management. (5 hours.) Not offered during year 1929-30.

Home Economics 231. (Formerly 112.) Home Nursing. (2 hours.) First semester—Tu., Th., sixth period. First summer term—Daily, fourth period. Prerequisites: Physical Welfare 100 or 101.

Purpose: To enable girls to administer first aid and to teach them the home care of the sick.

Topics: Duties of a home nurse; preparation and care of the room for a patient; study of pulse, respiration, etc.; bathing patients in bed; making of beds; simple home-made appliance for the comfort of a patient; special treatment for particular peculiar illnesses; serving of meals to patients; first aid treatments.

Home Economics 331. (Formerly 111.) Child Care. (2 hours.) First semester—Tu., Th., first and second period. Prerequisites: Education 111 and 114, Chemistry 214, Home Economics 101, 111, 201 or parallel.

Purpose: To teach girls the proper care of the prospective mother, to teach them how to clothe, feed and care for an infant, and to study the correct habits of a child and the importance of these habits.

Topics: Prenatal care of the infant; assembling of a layette; infant nutrition; daily care of the infant; the pre-school child.

Home Economics 361. (Formerly 113.) Principles of Home Economics Education. (2 hours.) Second semester—M., W., fifth and sixth periods. Prerequisites: Fifteen hours of Home Economics, Education 102, 111, 114 and 262.

Purpose: To give the student experience in the evaluation of teaching Home Economics subjects, experience in the organization of materials for the teaching of these subjects; experience in the coordination of school work with life's activities.

Topics: Underlying principles of teaching; methods of presentation of various subjects and topics; observations of teaching; laboratory equipment; types of laboratories; books and periodicals.

DEPARTMENT OF INDUSTRIAL ARTS

TEACHERS COLLEGE COURSES

Mr. Denison Mrs. Hume

Manual Training 201. (Formerly 109.) By appointment. Projects in Industrial Arts. This course is for teachers wishing to make a special study of some phase of the work or to make projects of an original design. The nature of the work will be decided upon by student and instructor. Prerequisites: To be decided by the instructor. Credit one or two semester hours.

Manual Training 121. (New.) Home Mechanics. (2 hours, unless Home Economics 221 is taken for full credit. In that case 1 hour.) First semester—Tu., W., Th., F., first period.

A general study is made of the various repair jobs about the home. Job sheets will be worked out covering the different problems studied. No prerequisite.

Manual Training 231. (New.) Descriptive Geometry. (Same as Mathematics 231.) (2 hours.) Second semester—Tu., Th., sixth period.

Manual Training 233. (Formerly 111.) Industrial Arts Design. (2 hours.) Second semester—Tu., W., Th., F., eighth period.

The fundamental principles of constructive, decorative and pictorial art are studied. The problems given involve the practical application of these principles to the various articles made in other shop courses. Actual class-room work is done in designing and rendering with pencil, pen and ink, and color. Prerequisite: Elementary Mechanical Drawing.

Manual Training 237. (Formerly 113.) Home Planning and Decoration. (2 hours.) Offered on demand.

Manual Training 141. (Formerly 104.) Elementary Cabinet Making. (3 hours.) First semester—M., Tu., W., Th., F., second period. Second semester—M., Tu., W., Th., F., second period.

The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction on details of construction, glueing, scraping, sanding, finishing, upholstering, and costs of materials.

Manual Training 242. (Formerly 105.) Advanced Cabinet Making and Mill Work. (2 hours.) Second semester—Tu., W., Th., F., first period.

This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery and in methods of preventing accidents in operation. Work is required in the upkeep and care of tools and machinery. The practical work consists of: Making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber, finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisites: Elementary Cabinet Making, and Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 244. (Formerly 106a.) By appointment. Elementary Wood Turning. This course deals with various methods in turning in hard and soft wood; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used. Speed for different types of stock, the various materials used in turning and turning as a trade, are also included. Prerequisites: Elementary Mechanical Drawing and Elementary Cabinet Making. Credit two semester hours.

Manual Training 245. (Formerly 106b.) By appointment. Advanced Wood Turning. A continuation of the elementary course in which the student designs his own projects. The different types of lathes, logical arrangement in shop, management, and the teaching of wood turning will receive special attention. Prerequisite: Elementary Wood Turning. Credit two semester hours.

Manual Training 249. (New.) Wood Finishing and Decoration. (2 hours.) Offered on demand.

Manual Training 161. (Formerly 110.) Method in Manual Training. (1 hour.) First semester—S., third period. This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school system, equipment, planning of courses, arrangement of shops, and methods of teaching will be given the student. Prerequisite: Six hours' credit in Manual Training.

Manual Training 165. (Formerly Handwork 101.) Industrial Arts for Primary Grades. (2 hours.) First semester—Section 1 Tu., W., Th., F., second period. Section 2, M., Tu., W., Th., fourth period. Second semester—Section 1, M., W., Th., F., second period. Section 2, M., Tu., Th., F., fourth period. First summer term—Section 1, daily, second period. (1 hour.) Section 2, daily, fourth period. Second summer term—Section 1, daily, second period. Section 2, daily, fourth period.

Purpose: This is a practical course involving the use of tools and various materials suitable for use in the elementary school. The relationships of industrial arts to other school work, the organization of the work, and methods of teaching are considered.

Topics: This course includes: Playhouses, Toy making, Booklets, Clay modeling, Block printing, Basketry, Weaving, and others.

Manual Training 166. (New.) A course for Camp-Fire Girls, camp leaders, Girls' Reserve, Y. W. C. A. directors. (2 hours.). Offered on demand.

Manual Training 361. (New.) History and Organization of Industrial Arts. (2 hours.) Offered on demand.

Manual Training 364. (Formerly 114.) Vocational Education. (2 hours.) Offered on demand.

Manual Training 366. (New.) Teaching and supervision of Industrial Arts. (2 hours.) Offered on demand.

Manual Training 281. (New.) Auto Mechanics. (2 hours.) Second semester—M., Tu., W., Th., F., seventh period. First summer term—Daily, sixth and seventh periods. Second summer term—Daily, sixth and seventh periods. The students make a study of the automobile and tractor with special emphasis on lubrication, ignition, carburization, adjustments, driving, care and upkeep. Prerequisite: Elementary Mechanical Drawing and two hours of shopwork.

Manual Training 191. (Formerly 101. Elementary Mechanical Drawing. (3 hours.) First semester—M., Tu., W., Th., F., fourth period. Second semester—M., Tu., W., Th., F., fourth period. First summer term—Daily, first and second periods. (2 hours.) Second summer term—Daily, first and second periods. This course is for students who have never studied mechanical drawing. A time limit is set upon each drawing suitable for the average student. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, projection, inking, tracing and blue printing. Freehand sketches of problems are given to the student to make working drawings. Credit three semester hours.

Manual Training 292. (Formerly 102.) Elementary Machine Drawing. (2 hours.) First semester—Tu., W., Th., F., seventh period. A study is made of the principal forms of bolts, screw threads, nuts and conventions. The student secures his problems from perspectives with dimensions and tabular data and from sketches made from actual machine parts. Detail drawings in sections, assembly drawing from details and detail from assembly drawing will constitute the main body of the course. Prerequisite: Elementary Mechanical Drawing.

Manual Training 294. (Formerly 103.) Elementary Architectural Drawing. (2 hours.) Second semester—M., Tu., W., Th., fourth period. First summer term—Daily, first and second periods. A thorough study is made of conventions and symbols, methods of representation and drawing of various details. Particular attention is given to freehand architectural lettering and sketching. A set of plans for a small simple building is drawn by the class. Modern drafting methods are used. Prerequisite: Elementary Mechanical Drawing.

Manual Training 299. (New.) Lettering. (1 hour.) First semester—Tu., Th., sixth period. Second semester—Tu., Th., fourth period. First summer term—Daily, fourth period. Second summer term—Daily, fourth period. The work begins with thin line single-stroke letters followed by various alphabets of the wide line, filled-in and ornamental types. Initial letters and monograms are designed. The lettering of school posters and signs receives special attention. No prerequisite.

DEPARTMENT OF MATHEMATICS

TEACHERS COLLEGE COURSES

Mr. Caldwell Mr. Jones Mr. Park Miss Lowrey

Mathematics 100. (New.) Fundamentals of Arithmetic. (No credit.) First semester—Section 1, M., Tu., W., F., fifth period. Section 2, M., Tu., W., F., eighth period. Second semester—Section 1, M., Tu., W., F., fifth period. Section 2, M., Tu., W., F., eighth period. First summer term—Section 1, daily, fifth period. Section 2, daily, eighth period. Second summer term—Section 1, daily, fifth period. Section 2, daily, eighth period. Required of all students who fail to pass the inventory test in arithmetic.

Aim: To teach the student a thorough knowledge of arithmetic.

Contents: This course includes a study of elementary and advanced topics in arithmetic. Special attention is given to the development of speed and accuracy in the four fundamental operations. Much time will be given to the solution of practical problems.

Mathematics 107. (Formerly 107a.) College Algebra. (3 hours.) First semester—M., W., F., fourth period. Second semester—M., W., F., fourth period. First summer term—Daily, fourth period. (2 hours.)

Aim: To give thorough and comprehensive instruction in the principles of college algebra.

Content: Review of high school algebra, radicals, quadratics, functions and their graph, advanced topics in quadratic equations, ratio and proportion, variation, professions, mathematical induction, binomial theorem, inequalities.

Mathematics 207. (Formerly 107b.) College Algebra. (2 hours.) Second semester—Tu., Th., second period. Second summer term—Daily, second period. Prerequisite: Mathematics 107.

Aim: To give instruction in the advanced topics of college algebra.

Content: This course includes a study of complex numbers, theory of equations, logarithms, permutations and combinations, probability, determinants and partial fractions.

Mathematics 307. (New.) Theory of Equations. (3 hours.) Prerequisite: Mathematics 107, 207, 213. (Not offered 1929-30.)

Aim: To acquaint the student with the theory of algebraic equations.

Content: This course includes a study of graphs, complex numbers, cubic equations, quartic equations, determinants, and symmetric functions.

Mathematics 213. (Formerly 103.) Trigonometry. (3 hours.) First semester—Tu., Th., S., second period. Second semester—M., W., F., second period. First summer term—Daily, sixth period. (2 hours.)

Aim: To give instruction in the fundamentals of plane trigonometry.

Content: Functions of acute angles, natural functions, logarithms, solution of right and oblique triangles, development of formulas, functions in the unit circle.

Mathematics 214. (Formerly 105.) Trigonometry. (2 hours.) Second semester—Tu., Th., third period. Second summer term—Daily, second period. Prerequisite: Mathematics 107, 213.

Aim: This course is intended to give the student thorough instruction in the advanced topics of plane trigonometry and in the principles of spherical trigonometry.

Content: This course includes a study of graphs and functions, identities and equations, applications to algebra, and the principles of spherical trigonometry. Special attention is given to practical applications.

Mathematics 221. (New.) General Astronomy. (3 hours.) First semester—M., W., F., sixth period. Prerequisite: Mathematics 214.

Purpose: To give the student a knowledge and appreciation of the history, principles, importance, and content of astronomy.

Content: This course includes a study of the development of astronomy as a science, the origin of the solar system, development of the solar system, and recent investigations in the field of astronomy.

Mathematics 131. (Formerly 104.) Solid Geometry. (3 hours.) First semester—M., W., F., fourth period. First summer term—Daily, fourth period. (2 hours.)

Purpose: To give the student a knowledge of the fundamentals and applications of solid geometry.

Content: This course deals with the fundamental propositions, problems, and exercises of solid geometry. Special attention is given to practical applications.

Mathematics 231. Descriptive Geometry. (2 hours.) First semester—Tu., Th., sixth period. Prerequisite: Mathematics 131.

Purpose: It is the purpose of this course to give broad training in the principles and applications of descriptive geometry.

Content: Determination of lines and points in space, development of surfaces and patterns, theory of orthographic and oblique projections.

Mathematics 232. (Formerly 108 and 109.) Analytic Geometry. (5 hours.) Second semester—M., Tu., W., Th., F., fourth period. Prerequisite: Mathematics 107 and 213.

Aim: To give instruction in the principles and applications of analytic geometry.

Contents: This course deals with problems, formulas and exercises relating to the straight line, circle, parabola, ellipse, and hyperbola. Attention is also given the polar co-ordinates and conics.

Mathematics 241. (Formerly 121.) Use of Statistics and Graphs. (2 hours.) First semester—Tu., Th., third period. Second summer term—Daily, eighth period.

Purposes: (a) To acquaint the student with the theory and application of statistical methods to actual problems. (b) To familiarize the student with the use of graphical methods.

Contents: This course includes a study of the methods of collecting data, methods of tabulation of data, uses and purposes of statistical methods, central tendencies, deviations, correlations, coefficients of correlation, theory of probability, and graphic methods.

Mathematics 351. (Formerly ~~110.~~) Differential Calculus. (5 hours.) First semester—M., Tu., W., Th., F., sixth period. Prerequisites: Mathematics 107, 213, 232.

Aim: To teach the fundamental principles, problems and practical application of differential calculus.

Contents: Theory of limits, differentiation, simple applications of the derivative, maxima and minima, differentials, partial differentiation and series.

Mathematics 352. (Formerly 111.) Integral Calculus. (3 hours.) Second semester—M., W., F., sixth period. Prerequisite: Mathematics 107, 213, 232, 351.

Purpose: To teach the foundation principles, problems and applications of integral calculus.

Contents: This course includes a study of integrations, definite integral, integration of rational fractions, reduction formulas and successive integration.

***Mathematics 161.** (Formerly 102.) Arithmetic for Primary Grades. (2 hours.) First semester—Section 1, Tu., Th., first period, section 2, Tu., Th., third period. Second semester—Section 1, Tu., Th., first period, section 2, Tu., Th., seventh period. First summer term—Section 1, daily, second period, section 2, daily, sixth period. Second summer term—Daily, sixth period.

Purposes: (a) To acquaint the student with the aims and purposes of primary arithmetic. (b) To give instruction in the best methods of teaching primary arithmetic. (c) To study the recent investigations relating to the teaching of primary arithmetic.

Contents: This course includes a study of the important topics of primary arithmetic, the value of drill, the place of games in the teaching of arithmetic, the solution of problems and the best methods of teaching primary arithmetic.

***Mathematics 162.** (New.) Arithmetic for the Teacher in the One Room Rural School. (2 hours.) First semester—Tu., Th., seventh period. Second semester—Tu., Th., seventh period. First summer term—Daily, seventh period.

Purpose: To give instruction in the purposes and methods of teaching arithmetic in the one room rural school.

Contents: This course includes a study of lesson plans, assignments, drills, games, solution of problems and methods of teaching arithmetic.

*Mathematics 163. (Formerly 101.) Arithmetic for Upper Grades. (2 hours.) First semester—Section 1, Tu., Th., first period. Section 2, Tu., Th., fifth period. Second semester—Section 1, Tu., Th., first period. Section 2, Tu., Th., third period. First summer term—Section 1, daily, first period. Section 2, daily, second period. Second summer term—Daily, first period.

Aims: The aim of this course is to give the student a wide knowledge of the objectives, problems and methods of teaching arithmetic in the upper grades.

Contents: Aims of arithmetic in the upper grades, values, types of problems, lesson assignments, examinations, importance of accuracy and speed, best methods of teaching the different topics.

Mathematics 267. (Formerly 112.) Teaching of High School Mathematics. (4 hours.) Second semester—M., Tu., Th., F., second period. Second summer term—Daily, fourth period. (2 hours.) Prerequisite: Ten semester hours of college mathematics. Students may be allowed to enter this course with a less number of hours by consent of dean and head of department.

Purposes: (a) To give insrtuction in the aims and importance of high school mathematics. (b) To give the student a knowledge of the development of mathematics and its place in the secondary school. (c) To give instruction in the best methods of teaching high school mathematics.

Contents: Aims of high school mathematics; importance of high school mathematics; brief history of mathematics; problems of teaching applied to mathematics; methods of teaching algebra, geometry, trigonometry, and high school arithmetic; selection of problems; types of examinations and their importance; class instruction as applied to mathematics; importance of assignment and methods of study.

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*Students who register for this course must keep the fifth or eighth period free.

DEPARTMENT OF MUSIC

TEACHERS COLLEGE COURSE

Mr. Van Peursem Miss Telford Miss Campbell

Music 131. (Formerly 105.) Part Singing. (2 hours.) Second semester—M., Tu., W., Th., sixth period. First summer term—M., Tu., W., Th., F., seventh period. (1 hour.)

Purpose: The purpose of this course is to familiarize the student with the best musical literature for part singing.

Topics: The course includes a study of the technique of teaching part singing; the study of two, three and four part arrangements for all voices. Attack, ensemble, release, use of the baton, use of records illustrating different types of part songs are used.

Music 137. (New.) Theory of Orchestral Instruments. (3 hours.) First semester—M., Tu., Th., eighth period. Second semester—M., W., F., seventh period.

Purpose: To acquaint the student with the various instruments of the orchestra and band and to teach their use in these organizations.

Topics: Aims of instrumental music; the place of instrumental music in the curriculum; instruments of the orchestra by sight and sound; the grouping and function of the various instruments; fundamental principles of fingering and tone production; a fair degree of proficiency in one special instrument; a survey of teaching material for class instruction and for orchestra and band; practice in the use of the baton.

Music 235. (Formerly 106.) Conducting Instrumental Music. (2 hours.) Second semester—M., Tu., W., Th., eighth period. First summer term—M., Tu., W., Th., F., sixth period. (1 hour.) Prerequisite: Music 137 or proficiency in playing an orchestral instrument.

Purpose: To teach the use of the baton and methods of conducting rehearsals.

Topics: The study of various books on conducting and instrumental organization; practical experience in conducting rehearsals; methods of seating the orchestra and band; how to tune the various instruments; methods of securing correct intonation.

Music 161. (Formerly 101.) Music for Rural Schools. (2 hours.) First semester—M., W., Th., F., fourth period. Second semester—M., W., Th., F., first period. First summer term—M., Tu., W., Th., F., third period. (1 hour.)

Purposes: (a) To acquaint the student with methods of teaching Music in the Rural School. (b) To furnish the student with material for use in the school. (c) Introduction of work in Music Appreciation for the Rural School.

Topics: Aims of Music in the Rural School; importance of music; brief history of music; methods of introducing music; types of music tests and measurements of musical talent; types of music best suited to the Rural School.

Music 162. (Formerly 101a.) (2 hours.) First semester—M., Tu., W., Th., second period. Second semester—M., Tu., W., Th., second period. First summer term—M., Tu., W., Th., F., fifth period. (1 hour.) Second summer term—M., Tu., W., Th., F., sixth period.

Purpose: (a) To acquaint the student with methods of teaching music in the primary grades. (b) To furnish the student with material for teaching. (c) To begin the study of music appreciation.

Topics: Aims of music in the primary grades; importance of correct presentation of music to children; methods of teaching; use of the rhythm band; treatment of the monotone; seating arrangement for the music period; theory of music necessary for the teacher of primary grades; use of pitch pipe.

Music 163. (Formerly 101b.) Music for Intermediate Grades. (2 hours.) First semester—M., Tu., W., Th., sixth period. Second semester—M., Tu., Th., F., fourth period. First summer term—M., Tu., W., Th., F., first period. (1 hours.) Second summer term—M., Tu., W., Th., F., seventh period.

Purpose: (a) To acquaint the student with methods of presenting music in the intermediate grades and Junior High School; (b) To furnish the student with material for use in these grades; (c) Study of music appreciation material for these grades.

Topics: Aims of music in the intermediate and Junior High School grades; importance of correct approach in presenting material; discussion of the teaching of the theory of music; suitable material for use in these grades; instruments of the orchestra by sight and sound; the music memory tests; tests and measurements for musical talent.

Music 261. (Formerly 104). Public School Music Supervision. (2 hours.) Second semester—Tu., Th., seventh period. First summer term—Daily, second period.

Purpose: To acquaint the student with the problems of school music supervision and to give him some practical experience in class room music teaching.

Topics: A survey of available material for public school music; formation of courses of study for grades, junior and senior high school; lesson planning; practice teaching and observation.

Music 271. (Formerly 110.) Music Appreciation. (3 hours.) First semester—M., W., F., second period. First summer term—Daily, sixth period. (2 hours.) Second summer term—Daily, fifth period.

Purpose: To familiarize the student with at least a portion of that music which is essential to general culture, to further his intelligent appreciation of it, and to render him capable of making his own distinctions between good and poor music.

Topics: Folk song; art song; opera; oratorio; chamber music; piano music; symphony .

Music 276. (Formerly 111.) History and Development of Musical Instruments. (2 hours.)

First summer term—Daily, fifth period. Second summer term—Daily, third period. Primitive and oriental instruments of percussion, the organ, the piano, the harpischord, clavischord, violin family, wind instruments.

Music 278. (Formerly 112.) History of Music. (2 hours.) Second semester—Tu., Th., third period. First summer term—Daily, fourth period. Second summer term—Daily, fourth period.

Purpose: To give to the student a clear idea of how music reached its present state and to show the relationship of this development to general history and to the development of the other arts.

Topics: Primitive music; medieval music; the polyphonic period; the classic period; the romantic period; music in the nineteenth century; music today and modernism.

Piano: Miss Telford is employed by the College to give private lessons on the piano. For terms see page 32.

DEPARTMENT OF PHYSICAL WELFARE

TEACHERS COLLEGE COURSES

Mr. Carter — Miss Hood

Mr. McDonough — Dr. Farris

Mr. Hughes

Physical Welfare 100. Personal Hygiene for Women. (3 hours.) First semester—M.. W., F., sixth period. Second semester—M., W., F., sixth period. First summer term—Daily, sixth period. (2 hours.) Second summer term—Daily, sixth period. Credit in this course may be offered in satisfying the requirement in physical education for the life certificate.

Purpose: This course is designed to teach the student the value of correct living habits.

Topics: Structure and care of the human body; desirable health practices; values of health examinations; the place of health in modern civilization; unscientific and irrational health proposals; disease prevention by immunization; disease control by isolation and quarantine, etc.

Physical Welfare 101. Sanitary Science. (3 hours.) First semester—Section 1, M., W., F., second period. Section 2, M., W., F., fourth period. Section 3, M., W., F., sixth period. Second semester—Section 1, M., W., F., second period. Section 2, M., W., F., fourth period. Section 3, M., W., F., fourth period. First summer term, (2 hours.)—Section 1, daily, first period. Section 2, daily, second period. Section 3, daily, fourth period. Second summer term—Section 1, daily, second period. Section 2, daily, fourth period. Required all applicants for the life certificate unless Physical Welfare 100 is offered as a substitute.

Purpose: To study the fundamental principles of sanitary science and disease prevention and applications of these principles in solving problems of Home Sanitation and Public Health.

Topics: Microorganisms in relation to sanitation; personal and public hygiene; food protection and preservation; the protection of the water and milk supply; immunization and control of communicable diseases; home and school sanitation; social and economic aspects of health problems; health administration; function and authority of health officers, etc.

Physical Welfare 102. (New.) First Aid to the Injured. (1 hour.) Second semester—Tu., Th., fifth period. (First 9 weeks.) Second semester—Tu., Th., fifth period. (Second 9 weeks.) Second summer term—M., W., F., first period.

Purpose: To prepare the prospective teacher, by demonstrations and practice, to meet and treat the common emergencies which present themselves in the school room, on the playground, and on the athletic field.

Topics: Methods of making and using bandages and dressings; what not to do and what to do in case of injuries and accidents; first aid treatment for hemmorrhages, bruises, strains, sprains, dislocations, fractures, diagnosis and treatment of poisoning, etc. A first aid certificate will be granted by the American Red Cross to those who satisfactorily pass an examination approved by the organization.

Physical Welfare 301. (Formerly Science 118.) Applied Physiology. (2 hours.) Second semester—Lecture, Tu., second period. Laboratory, Th., second and third periods. Second summer term—Lecture, M., W., F., sixth period. Laboratory, Tu., Th., sixth and seventh periods

Purpose: The purpose of this course is to familiarize the student, through demonstrations, laboratory methods and practical experiments, with the effects of different kinds of activities and practices upon various physiological systems of the body.

Topics: The course includes studies of the muscles and nervous system, fatigue. circulation, respiration and the physiological effects of drugs, narcotics, alcohol and tobacco in their relation to the proper functioning of the body.

Physical Welfare 303. Advanced Sanitary Science. (5 hours.) First semester—Lecture, M., W., F., second period. Laboratory, Tu., Th., second and third periods. Second semester—Lecture, M., W., F., second period. Laboratory, Tu., Th., second and third periods. First summer term—(2 hours.) Lecture, Tu., Th., sixth period. Laboratory, M., W., F., sixth and seventh periods.

Purpose: This is an introductory course in Bacteriology in which the student is taught the relationship between bacteria and human welfare.

Topics: Stains and staining technique; sterilization; preparation of culture media; isolation and identification of bacteria; efficiency of disinfectants; control of communicable diseases; determination of the sanitary quality of milk and water. Some pathogens will be introduced for purposes of laboratory study, etc.

Physical Welfare 304. Bacteriology of Foods. (4 hours.) Second semester—Lecture, Tu., F., sixth period. Laboratory, M., W., sixth and seventh periods.

Purpose: To study control measures for microorganisms responsible in food spoilage and food poisoning.

Topics: Fermentation; food poisoning; food preservation; canning; pickling; use of chemicals in food preservation, etc.

Physical Welfare 110. Recreational Activities. First semester—hours to be arranged. (½ hour.) Second semester—hours to be arranged. (½ hour.) First summer term, hours to be arranged. (¼ hour.) Second summer term—hours to be arranged. (¼ hour.)

Purpose: To cultivate in the individual the desirable attitude toward play in relation to the proper use of leisure time. Sports with the greatest carry-over and games requiring minimum equipment are stressed.

Activities: An opportunity will be given the individual under the leadership of an instructor to engage in such activities as volley ball, playground baseball, cage ball, soccer football, speed ball, hockey, tennis, track and field apparatus, tumbling, boxing and other games and sports suitable for use on the field or in the gymnasium.

Physical Welfare 111. Recreational Activities. First semester—hours to be arranged. (½ hour.) Second semester—hours to be arranged. (½ hour.) First summer term—hours to be arranged. (¼ hour.) Second summer term—hours to be arranged. (¼ hour.) A continuation of Physical Welfare 110. Required of all Freshmen in their second semester.

Physical Welfare 112. Recreational Activities. First semester—hours to be arranged. (½ hour.) Second semester—hours to be arranged. (½ hour.) First summer term—hours to be arranged. (¼ hour.) A continuation of Physical Welfare 111. Required of all Sophomores in their first semester.

Physical Welfare 113. Recreational Activities. First semester—hours to be arranged. (½ hour.) Second semester—hours to be arranged. (½ hour.) First summer term—hours to be arranged. (¼ hour.) Second summer term—hours to be arranged. (¼ hour.) A continuation of Physical Welfare 112.

Physical Welfare 114. (Formerly Community Recreation.) Scouting and Clubcraft. (3 hours.) Second semester—Lecture, M., F., seventh period. Laboratory, W., seventh and eighth periods. Second summer term (2 hours.)—Lecture, M., Tu., Th., eighth period. Laboratory, W., F., seventh and eighth periods.

Purpose: This course is intended for those interested in becoming scoutmasters and for all those interested in the principles and methods of scout training. It is also offered for those interested in directing or leading clubs for children and adults.

Topics: Specific community and recreational programs will be studied. Emphasis will be placed upon practical scout requirements, including signaling, knot tying, nature lore, wood craft, campcraft, first aid and games and contests. The class will be conducted as a troop or club and one-half time will be devoted to practical scoutcraft and clubcraft.

Physical Welfare 115. (Formerly 104.) Folk Dancing. (1 hour.) First semester—Tu., Th., first period. Second semester—Tu., Th., first period.

Purpose: To give the teacher and recreational director materials for teaching.

Activities. The course includes rhythm plays and folk dances graded for use in schools from the first year through the high school age. Typical dances of the following countries will be given: Denmark, Sweden, England, Russia, Scotland and Germany.

Physical Welfare 211. (New.) Clubcraft. Girl scouts, camp, fire, and woodcraft organizations. This course includes the theory back of club work and recreation in general. The activity is emphasized in hiking, fishing, games, dances, stories, nature work, and picnics. Credit two semester hours, unless Industrial Arts 166 is taken, then one semester hour.

Physical Welfare 213. (New.) Natural Dancing. (1 hour.) Second semester—Tu., Th., fourth period. Second summer term—Daily, second period.

Purpose: This course will consist of the study of fundamental natural movements of the body, rhythm training and an elementary study of music.

Physical Welfare 215. (New.) Advanced Dancing. (1 hour.) First semester—Tu., Th., second period. Second semester—Tu., Th., second period. New material in natural, folk and athletic dances with a continuation and progress in technique.

Physical Welfare 221. (Formerly 105.) History of Physical Education. (1 hour.) First semester—Tu., third period. Second semester—Tu., third period. Second summer term—M., W., F., second period.

Purpose: To set forth the characteristics of different stages and phases through which physical education has passed, introduce persons who have contributed to its advancement and to single out the relationship which physical education has borne to general education throughout its history.

Topics: Gymnastics of the early Greeks, Romans and later European systems are discussed. The Play, Recreation, Camping, Child Health, Boy and Girl Scout and Athletic movements are studied. Recent trends and a review of state and national legislation are made a part of the course.

Physical Welfare 261. (Formerly 109.) Coaching Basketball for Men. (1 hour.) First semester—Tu., Th., third period. Second semester—Tu., Th., third period. Second summer term—Daily, seventh period. This course will include the principles of the game; requirements for each position; individual and team coaching; systems of offense and defense; interpretation of the rules; how to conduct tournaments; how to officiate. Participation on college squads will be required.

Physical Welfare 262. (Formerly 112.) Coaching Basketball for Women. (1 hour.) First semester—Tu., Th., seventh period. Second semester—Tu., Th., seventh period. Second summer term—Daily,

sixth period. This course will include the principles of the game; modified girl's rules; systems of offense and defense; individual and team coaching methods; interpretation of the rules; how to conduct intramural leagues; how to officiate. Participation on intramural teams will be required.

Physical Welfare 263. (Formerly 110.) Coaching Baseball. (1 hour.) Second semester—Tu., Th., seventh period. First summer term—Daily, sixth period. This course will include theory and practice in batting, pitching, base running, fielding each position and team work; how to organize and conduct intramural and interschool schedules and leagues. Participation on college squad is required.

Physical Welfare 264. (Formerly 108.) Coaching Football. (1 hour.) First semester—Tu., Th., sixth period. Second semester—Tu., Th., sixth period. First summer term—Daily, fourth period. This course will include the theory and practice in the elements of the game and will cover the subject from the coach's standpoint. Systems of offense and defense, strategy and generalship will be included. Participation on school squads required.

Physical Welfare 265. (111 of catalog of 1926.) Coaching of Track and Field Sports. (1 hour.) First semester—Tu., Th., eighth period. Second semester—Tu., Th., eighth period. First summer term—Daily, seventh period. This course will include theory and practice in track and field events; sprints, endurance runs, hurdles, relays, shot put, high jump, broad jump, javelin, pole vault and discus. Officiating and organization of track and field meets are stressed.

Physical Welfare 266. (111 of catalog of 1927 the same as the second half of Education 263.) Materials and Methods for Teaching Physical Education. (2½ hours.) First semester—to be arranged. First summer term—to be arranged.

Purpose: This is a lecture and practice course in scientific procedure of physical education designed for all elementary and high school teachers. Demonstration teaching, lesson plans and practice teaching by students.

Topics: Study of the growth and development of the child; the place of the physical education program in the curriculum; programs and requirements; sources and graded lists of materials and lesson planning. Required of all Physical and Health Education majors.

Physical Welfare 269. (New.) Physical Training Activities. (1 hour.) First semester—Tu., Th., fourth period. Second summer term—Daily, fourth period.

Purpose: It is designed for those contemplating leadership in physical education for boys and young men.

Activities: Marching and running tactics; calisthenics; apparatus; athletic dancing; tumbling and games.

Physical Welfare 365. (Formerly Physical Education 120.) Materials and Methods for Teaching Health Education. (3 hours.) First semester—M., W., F., seventh period. First summer term—Daily, first period. (2 hours.) Prerequisite: Physical Welfare 100 or 101.

Purpose: To present the general and special principles which should govern the selection and organization of health materials. Methods for the teaching of health are discussed and practiced.

Topics: Objectives of a health program; development of a health consciousness; the use of the school environment as teaching material; health projects; an analysis of school practices and activities as they contribute to health. Required of all Physical and Health Education majors.

DEPARTMENT OF PHYSICS

TEACHERS COLLEGE COURSES

Mr. Hummell

Physics 201. Mechanics and Heat. (5 hours.) First semester—Lecture, M., W., F., second period. Laboratory, Tu., Th., first and second periods. Second semester—Lecture, M., W., F., sixth period. Laboratory, Tu., Th., fifth and sixth periods. First summer term, (4 hours.)—Lecture, daily, fifth period. Laboratory, daily, sixth and seventh periods.

A general course treating mechanics and heat; given primarily for those who intend to teach Physics in high schools. Considerable time will be present on the solution of problems. Prerequisites: Mathematics 213 or registration in Mathematics 213.

Physics 202. Electricity, Magnetism, sound, and Light. (5 hours.) Second semester—Lecture, M., W., F., second period. Laboratory, Tu., Th., first and second periods. Second summer term, (4 hours.)—Lecture, daily, fifth period. Laboratory, daily, sixth and seventh periods. Prerequisite: Physics 201.

A general course treating electricity and magnetism, sound and light. This course is a continuation of Physics 201.

Physics 301. An advanced course in mechanics. (5 hours.) First semester—Lecture, M., W., F., seventh period. Laboratory, Tu., Th., seventh and eighth periods. Prerequisites: Mathematics 352 and Physics 201 and 202. Given primarily for those majoring in physics and mathematics.

Physics 302. Advanced light and sound. (3 hours.) Second semester—Tu., Th., S., third period. Prerequisites: Physics 201 and 202.

Physics 303. Advanced heat. (2 hours.) First summer term—Daily, second period. Prerequisites: Physics 201 and 202.

Physics 304. Advanced electricity and magetism. (2 hours.) Second summer term—Daily, second period. Prerequisites: Physics 201 and 202 and Mathematics 207.

Physics 305. (3 hours.) Not to be offered 1929-30.

Physics 306. A History of Physics. (1 hour.) Offered on demand.

DEPARTMENT OF SOCIAL SCIENCE

TEACHERS COLLEGE COURSES

Mr. Keith — Mr. Moore
Mr. Dorris — Mr. Adams
Miss Pollitt — Miss Floyd

Social Science 102. (Given 1925-26 as 102a.) American History. (3 hours.) First semester—M., W., F., second period. Second semester—Section 1, M., W., F., first period. Section 2, M., W., F., second period. First summer term—Daily, fifth period. (2 hours.) Second summer term—Daily, fourth period. This is a content course in the first half of American History.

Social Science 103. (Formerly 102.) American History. (3 hours.) First semester—M., W., F., fifth period. Second semester—Section 1, M., W., F., fifth period. Section 2, M., W., F., seventh period. First summer term—Daily, eighth period. (2 hours.) Second summer term—Daily, fifth period. Prerequisite: Social Science 102. This is a content course in American History.

Social Science 201. (Formerly 109.) American Immigration. (3 hours.) First semester—Tu., Th., S., first period. This course will make a thorough study of immigration into America with some of the problems arising out of it.

Social Science 301. (Formerly 104.) American History. (2 hours.) Second semester—Tu., Th., second period. This is a course in very recent American history, covering the period from about 1890 to the present.

Social Science 305. (New, 1927.) History of the American West, 1763 to 1890. (2 hours.) First semester—Tu., Th., S., fourth period. Second semester—Tu., Th., S., third period. First summer term—Daily, sixth period. This course emphasizes the westward expansion of the United States and the social, economic and political problems resulting therefrom.

Social Science 306. History of the American South. (3 hours.) First semester—M., W., F., first period. First summer term—Daily, second period. (2 hours.) This course will trace southern history from the earliest beginnings to the present, in its social, economic and political bearings.

Socal Science 111. (Formerly 107.) American Government. (3 hours. First semester—Tu., Th., S., third period. Second semester—M., W., F., eighth period. First summer term—Daily, fourth period. (2 hours.) Second summer term—Daily, first period. This is a course for Junior College students in the study of American Government. It is required of all students preparing to teach in the upper grades.

Social Science 311. (New 1927-28.) Problems of American Government. (3 hours.) First semester—Tu., Th., S., second period. This is a senior college course which should have as prerequisite Social Science 111. It will study the main problems with which the Government has to deal.

Social Science 121. (Formerly 121.) Economics. (3 hours.) First semester—M., W., F., sixth period. First summer term—Daily, seventh period. (2 hours.)

Purpose: To familiarize the student with the evolution of the economic activities of the leading nations of Europe. Emphasis is placed upon modern times, but the medieval period is not neglected.

Topics: The history of agriculture, commerce, transportation, industry, labor legislation, socialism, social insurance, population and population trends, and finance of the principal European nations is studied.

Social Science 122. (Formerly 119.) Principles of Economics. (3 hours.) First semester—M., W., F., second period. Second semester—Tu., Th., S., fourth period.

Purpose: To acquaint the student with the principles of economic theory.

Topics: The following are the principal topics considered in this course: Industry, the science of economics, wealth, capital, income, specialization, exchange, agents of production, risk, price levels, business cycles, international trade, and value.

Social Science 222. (Formerly 120.) Practical Economic Problems. (3 hours.) Second semester—M., W., F., fourth period. First summer term—Daily, fourth period.

Purpose: To introduce the student to some of the elementary problems of applied economics.

Topics: Among the topics considered are the following: Money and banking, labor problems, the trusts, railroads, monopolies, taxation, social insurance.

Social Science 321. (Formerly 122.) American Economic History. (2 hours.) Second summer term—Daily, seventh period.

Purpose: To give the student an understanding of the economic development of the United States.

Topics: The history of American commerce, industry, transportation, banking, labor problems, business organization, monetary problems, and agriculture.

Social Science 231. (Formerly 111.) Sociology. (2 hours.) Second summer term—Daily, eighth period. This is a course in introductory sociology.

Social Science 141. (Formerly 103a.) Medieval History. (3 hours.) First semester—M., W., F., seventh period.

It is the purpose of this course to give a comprehensive grasp of the fundamental facts of the medieval period, and, fitting in with ancient history and modern history to give a notion of the continuity of history.

Social Science 142. (Formerly 103b.) Modern History. (3 hours.) Second semester—Tu., Th., S., fourth period.

This course will begin about 1500 and study the social, economic and political history of modern Europe to 1815.

Social Science 242. (Formerly 112.) History of England. (3 hours.) First semester—M., W., F., sixth period.

This is a course studying English History in its relation to European political history.

Social Science 244. (New 1927-28.) Legacy of Greece. (2 hours.) (See Foreign Language 112.)

Social Science 245. (New 1927-28.) Legacy of Rome. (2 hours.) (See Foreign Language 113.)

Social Science 341. (Formerly 113.) English History. (2 hours.) Second summer term—Daily, second period.

This is a special course centering about the Puritan Revolution, stressing British institutions and affording a background of American History.

Social Science 342. (New 1927-28.) English History. (3 hours.) Second semester—M., W., F., sixth period.

This course will consider English History from the end of the Stuart period to the present. It is a content course.

Social Science 344. (Formerly 115.) European History 1715-1815. (3 hours.) To be offered on demand.

Social Science 345. (Formerly 116.) European History 1815 to the present. (3 hours.) Second semester—M., W., F., sixth period.

Social Science 346. (New 1927-28.) Latin-American History. (3 hours.) To be offered on demand.

Social Science 351. (Formerly 108.) Foreign Government. (3 hours.) First semester—M., W., F., fourth period.

This course will study the governments of some of the leading nations (perhaps England, Switzerland, Germany), attempting to compare them with each other and with our own, and to form notions of the best elements in government. It will require Social Science 111 as a prerequisite.

Social Science 352. (Given 1925-26 as 108b.) Foreign Government. (3 hours.) Second semester—M., W., F., fourth period.

This is a sequence course to 351, but will not require 351 as a prerequisite. It will study the governments of France, Russia, Italy.

Social Science 161. (Formerly 101.) American History for Teachers of Primary Grades. (3 hours.) First semester—Section 1, M., W., F., fourth period. Section 2, M., W., F., sixth period. Second semester—Section 1, M., W., F., sixth period. Section 2, Tu., Th., S., third period. First summer term (2 hours.)—Section 1, daily, second period. Section 2, daily, fifth period. Second summer term, daily, sixth period.

This course is centered about stories of achievement and biography of American history. It links together history and heroes. Patriotic exercises, festival days, and holidays are considered. Methods and materials suitable for teaching the first five grades are dealt with. Required of all students intending to teach in the primary grades.

Social Science 361. (New 1929-30.) An elective course in Kentucky History. (2 hours.) First summer term—Daily, first period.

This course will study Kentucky in its relation to the Nation. Perhaps a part of the course will consist of excursions to historical spots.

NORMAL SCHOOL

ADMISSION TO THE NORMAL SCHOOL

No student will be admitted who has not completed the eighth grade of the elementary school. Evidence of the completion of the eighth grade must be shown by one of the following methods:

(a) On presentation of a county school diploma.

(b) On presentation of a teacher's certificate issued to the prospective student.

(c) On passing a satisfactory examination at the Eastern Kentucky State Normal School.

HIGH SCHOOL DIPLOMA

A high school diploma will be issued to students who finish sixteen units of standard high school work. Such work must meet the following requirements:

1. Sixteen standard high school units must be earned. The student must be in residence two semesters, or the equivalent, and earn at least four units in residence.

2. Eight basic units are required as follows: English four units, Algebra one unit, Plane Geometry one unit. American History and Civics one unit, Science one unit, preferably a laboratory science. The remaining eight units may be elected by the student with the advice and consent of the Principal of the Normal School.

3. The first fifteen units must meet college entrance requirements.

4. Not more than two units in Education may be counted toward the high school diploma.

5. Subjects carrying less than one-half of credit will not be counted in the first fifteen units toward the high school diploma.

6. In the Commercial Curriculum, Bookkeeping and Stenography are regular college entrance subjects but Typewriting may not be counted as one of the first fifteen units of the student's curriculum to the high school diploma. It may be counted toward graduation.

7. Penmanship is required of all students in the Normal School unless they are able to write according to Ayers' writing scale, quality 65 and rate 83.

CONDITIONS OF CERTIFICATION

1. The Provisional Elementary Certificate is issued on eight high school units, four of which must be earned in a State Normal School. The other four may be earned in any other legal way.

2. The credit necessary to receive this certificate may be completed after four units have been earned in a high school, in two regular semesters, thirty-six weeks, or in one semester and the summer school, thirty weks, provided a normal amount of work is carried.

AGRICULTURAL COURSES

Agriculture 11. (Formerly 1.) Soils and Crops. A study of the common crops grown in the state, and the principles related to the maintenance of the fertility of the soil. Credit one-half unit. **For second year students.**

Agriculture 21. (Formerly 2.) Animal Husbandry. A course that deals with the study of the farm animals that are commonly found on Kentucky farms. Credit one-half unit. **For second year students.**

Agriculture 23. (Formerly 5.) Poultry. Credit one-half unit. **For fourth year students.**

Agriculture 31. (Formerly 3.) Horticulture. This course includes the study of the production of orchard and garden crops. Credit one-half unit. **For third year students.**

Agriculture 41. (Formerly 4.) Farm Management. A study of those problems that arise when the farm as a business is considered, as problems of labor, renting, marketing, and size of business. Credit one-half unit. **For third year students.**

ART COURSES

Art 61. (Formerly 1.) This course includes a study of color, direction, form, proportion, perspective and art materials. Credit one-fourth unit. **For first year students.**

Art 71. (Formerly 2.) Art Structure is the subject under consideration for this semester. This will inclued color theory, the principles of applied design, and the working out of original patterns for silks, tapestries, etc., from flower motifs. Credit one-fourth unit. **For first year students.**

BUSINESS COURSES

Commerce 15. Shorthand. A beginning course in Gregg shorthand. This course covers the first ten lessons of the manual and reading in a supplementary text. Sufficient practice is given writing to assure accuracy. Credit one-half unit. **For third and fourth year students.**

Commerce 16. Shorthand. This course is a continuation of Commerce 15, and takes up the last ten lessons of the manual with reading and writing practice on matter illustrating the principles. Some emphasis is given to speed in this course; 75 words a minue is required. Credit one-half unit. **For third and fourth year students.**

Commerce 21. Bookkeeping. An elementary course in the principles of bookkeeping. A thorough study of accounting terminology and practice with laboratory set. A knowledge of arithmetic is assumed. Credit one-half unit. **For third and fourth year students.**

Commerce 22. Bookkeeping. A continuation of Commerce 21, which takes up partnership accounting. Lectures supplemented with laboratory work to give practice in making entries. Credit one-half unit. **For third and fourth year students.**

Commerce 51. (Given 1926-27 as Commerce 8.) Typewriting. This is the beginning course in touch typewriting. The keyboard is learned through daily drills and laboratory lessons outside class. Credit one-half unit. **For third and fourth year students.**

Commerce 52. Typewriting. A continuatoin of Commerce 51, with emphasis on speed. Credit one-half unit. **For third and fourth year students.**

EDUCATION COURSES

Education 61. (Formerly 1, still earlier Method 1 and Observation.) Method and Observation. The work of the semester is divided so as to give the student a knowledge of:

(1) What to teach.
(The State Course of Study.)
(2) How to teach.

Observation of the work of the critic teachers in the Training School, a study of the methods employed in good teaching, and the preparation of lesson plans are required of those taking this course.

A text book on methods of teaching is used and a demonstration of the methods studied is given by the critic teachers. Credit one-half unit. **For first year students.**

Education 21. (Formerly 4.) School Management. This course deals with the problems of school and class room organization and control. Two objectives will be kept in mind:

1. Emphasis is placed upon a study of the pupils, the relation of the teacher to the curriculum, governing, and maintaining morale.

2. A study is made of the school laws of Kentucky with special emphasis on the county school administration law, attendance law, certification of teachers, and the report of the Kentucky Survey Commission. One purpose of the course is to familiarize students with the most recent movements in public school administration. Credit one-half unit. **For second year students.**

Education 11. (Formerly 2.) Introductory Psychology 1. This is an elementary course in psychology. The first part of the semester is devoted to a consideration of how to study effectively and how to teach children how to study. The remainder of the semester is spent in a study of the learning process. The psychological justification of a number of teaching devices and processes will be studied. The purpose of the course is to bring about the most fruitful teaching by the prospective teacher when she goes out. Credit one-half unit. **For fourth year students.**

Education 63. (Formerly 5.) Observation and Participation. The student in this course observes teaching in the rural training schools, does assigned reading, makes lesson plans, helps the room teacher in various routine and special duties, coaches backward children, and does a limited amount of class teaching. Credit one-half unit. **For fourth year students.**

ENGLISH COURSES

English 01. (Formerly 1.) Grammar 1. This is a course in Sentence Structure and Sentence Analysis. The parts of speech are also studied in so far as the knowledge of them seems essential as a basis for self-criticism. Much stress is put upon correct speech and the avoidance of common errors. At the end of this course students must be able to write clear, concise sentences free from grammatical errors, and correctly punctuated. Credit one-half unit. **For first year students.**

English 02. (Formerly 2.) Composition 1. Here are emphasized the principles of paragraph structure; helps in securing sentence unity and sentence emphasis; choice of words; and the correlation of composition to community life. Throughout the course students are required to give well organized oral and written narratives and short expositions in unified, coherent, and concise sentences. The course in grammar is prerequisite to this course. Credit one-half unit. **For first year students.**

English 05. (Formerly 5.) Word Study. This is a study of words and their way in English speech. Its chief aim is to create an interest in the study of words and to show that the common words of every day speech have large and interesting associations. A few lyrics and sonnets are studied to show how the author, consciously or not, had to do with the soul of words. Credit one-half unit. **For second year students.**

English 11. (Formerly 3a.) American Literature 1. This course begins a survey of the entire field of American Literature with illustrative readings from the chief authors. Credit one-half unit. **For fourth year students.**

English 12. (Formerly 3b.) A continuation of English 11. Credit one-half unit. **For fourth year students.**

English 15. (Formerly 4a.) English Literature 1. This course begins a survey of the whole field of English Literature with illustrative readings from numerous authors. Credit one-half unit. **For third year students.**

English 16. (Formerly 4b.) English 16 is a continuation of the work outlined in English 15. Credit one-half unit. **For third year students.**

English 61. (Formerly 6.) Expression-Reading. Elementary work in simple reading, correct breathing, voice production, tone placing, enunciation, pronunciation, and posture. Grouping, thought sequence and subordination, central ideas and thought communication. Credit one-half unit. **For second year students.**

HOME ECONOMICS COURSE

Home Economics 02. (Formerly 2.) Food study. This is a study of the fundamentals underlying food preparation. Credit one-half unit. **For third and fourth year students.**

Home Economics 03. Advanced Food Study. This is a continuation of Home Economics 02 and is an advanced study in foods and Dietetics. **For third and fourth year students.**

Home Economics 11. (Formerly 1.) Clothing. The subject matter of this course will include hand and machine sewing, the construction of undergarments and decorative stitches. Credit one-half unit. **For second and third year students.**

Home Economics 12. (Formerly 3.) Dressmaking. Simple cotton, linen and tub silk dresses are made. Credit one-half unit. **For second and third year students.**

Home Economics 21. (Given in the summer of 1927 as 4.) Household Problems. This is a general course in Home Economics. It includes home sanitation and general household activities. This course is for those who do not plan to take more than one course in Home Economics. **Open to all students.**

FOREIGN LANGUAGE COURSES

*Latin 1. First half of Beginning Latin.
*Latin 2. Second half of Beginning Latin.
*Latin 3. First half of Caesar.
*Latin 4. Second half of Caesar.

INDUSTRIAL ART COURSES

Shop Courses

Manual Training 41. (Formerly 1.) Elementary Bench Work. A course in elementary work involving problems which may be worked out in the intermediate grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Credit one-half unit. **For second and third year students.**

*Students who do not have credit for high school Latin may register for these courses.

Manual Training 42. (Formerly 2.) Advanced Bench Work. A continuation of Manual Training 41. Credit one-half unit. **For second and third year students.**

Drawing Courses

Manual Training 91. (Formerly 2.) Mechanical Drawing 1. A beginner's course of secondary level involving the use of instruments, freehand lettering, geometrical problems, sketching, and simple orthographic projection. Credit one-half unit. **For third and fourth year students.**

Manual Training 92. (Formerly 4.) Mechanical Drawing 2. A continuation of Manual Training 91. Credit one-half unit. **For third and fourth year students.**

Manual Training 65. (Formerly Handwork 1.) This course deals with the construction work that the rural teacher should be able to do. Processes, problems, guidance, and sources and choice of materials receive attention. Credit one-fourth unit. **Open to all students.**

MATHEMATICS COURSES

Mathematics 01. (Formerly 2.) Algebra 1. This course will include the fundamental operations; problems involving the parenthesis and substitution; simple problems in one unknown; concrete problems, developing one unknown; factoring; fractions; concrete problems, developing the fractional equation with one unknown. Credit one-half unit. **For first year students.**

Mathematics 02. (Formerly 3.) Algebra 2. This course includes abstract simultaneous equations with two or three unknowns; concrete problems developing the simultaneous equations; graphs; involution; evolution; theory of exponents; radical surds; quadratic equations. Credit one-half unit. **For first year students.**

Mathematics 03. (Formerly 7.) Advanced High School Algebra. Credit one-half unit. **For second and third year students.**

Mathematics 31. (Formerly 4.) Geometry 1. This course will include the first half of plane geometry. Much original work will be assigned. The direct method of proof will be used. Credit one-half unit. **For third year students.**

Mathematics 32. (Formerly 5.) Geometry 2. A continuation of the subject of plane geometry. The indirect methods of proof will receive considerable attention in this course. Credit one-half unit. **For third year students.**

Mathematics 61. (Formerly 1.) Arithmetic 1. This course will include a review of the more important parts of the state adopted text for high schools. Content will be emphasized, although considerable attention will be given to methods of teaching, especially in the rural schools. Pilot Book Two, Supplementary. Credit one-half unit. **For second year students.**

Mathematics 62. (Formerly 6.) Arithmetic 2, Complete High School Text Book 3, Supplementary. Credit one-half unit. **For fourth year students.**

MUSIC COURSES

Music 011. (Formerly 1.) This course deals with a study of the theory of music; song material for use in the grades and methods of presenting this material. Credit one-fourth unit. Five recitations per week. Golden Book of Song, Self Help No. 3, Pitch Pipe. **Open to all students.**

Music 012. (Formerly 2.) The course deals with application of theory studied in (011); part singing; musical instruments by sight and sound. Credit one-fourth unit. Five recitations per week. Prerequisite 011. Gray Book of Songs, Music Writing Book, Pitch Pipe. **Open to all students.**

Music 013. This is a course in recreational singing and consists of community music; organization of community programs; records for appreciation. Credit one-fourth unit. Five recitations per week. Golden Book of Songs, Music Memory Book. Pitch Pipe. **Open to all students.**

PHYSICAL WELFARE COURSES

Physical Welfare 01. (Formerly 3.) Physiology and Hygiene Credit one-half unit. **For third and fourth year students.**

Physical Welfare 61. (Formerly 1.) The primary aim of this course is to prepare rural school teachers to teach the subjects of public health, hygiene and sanitation. Some physiology is taught in this course as a background on which to build a proper knowledge of health. Play and gymnastic as a means of producing healthier children are given proper attention. Credit one-half unit. **For second and third year students.**

Physical Welfare 62. (Formerly 2.) In this course the teacher is taught many games; also, how to supervise and direct them. Physical exercise and its relation to the health of the individual receives major emphasis. Credit one-fourth unit. **Open to all students.**

SCIENCE COURSES

Science 01. (Formerly 8.) Physics 1. First half of high school text. Credit one-half unit. **For third year students.**

Science 02. (Formerly 9.) Physics 2. Second half of high school text. Credit one-half unit. **For third year students.**

Science 11. (Formerly 6.) Chemistry 1. First half of high school text. Credit one-half unit. **For fourth year students.**

Science 12. (Formerly 7.) Chemistry 2. Second half of high school text. Credit one-half unit. **For fourth year students.**

Science 31. (Formerly 4.) Botany 1. First half of high school text. Credit one-half unit. **For third year students.**

Science 32. (Formerly 5.) Botany 2. Second half of high school text. Credit one-half unit. **For third year students.**

Science 21. Elementary Biology. Credit one-half unit. **For second and third year students.**

Science 22. Continuation of elementary biology. Credit one-half unit. **For second and third year students.**

Science 51. (Formerly 3.) General Science. This course deals with the everyday aspects of a number of the major sciences. Its purpose is to lead the student to observe, interpret, and apply the natural phenomena encountered in daily life and to enable him to use this material in teaching in the elementary school. Credit one-half unit. **For first year students.**

Science 71. (Formerly 1.) Geography 1. This course is designed primarily to provide rural school teachers with the knowledge necessary to teach the subject effectively. A study of North America, its political subdivisions, coast lines, topography, climate, resources, the development of its cities and industries, and the distribution of its inhabitants is made. Credit one-half unit. **For first year students.**

Science 73. (Formerly 2.) Both physical and economic geography are taught in this course. Credit one-half unit. **For second year students.**

Science 75. (Formerly 10.) Geography of Europe, Asia, and Latin-America. This course includes a regional study of the continents; a study of the leading countries; an interpretation of the geographic aspects of the World War; the new map of Europe; the geographic and national factors associated with the determination of new boundaries in Europe and European possessions. Credit one-half unit. **For second year students**

SOCIAL SCIENCE COURSES

Social Science. 1. (Formerly 2a.) American History. This course is high school American History, covering the period from the beginning of our country to about the adoption of the Constitution. Credit one-half unit. **For third year students.**

Social Science 2. (Formerly 2b.) American History. This course begins with the adoption of the Constitution and completes the study of American History of high school level. Credit one-half unit. **For fourth year students.**

Social Science 11. (Formerly 1.) Civics. This is a course in American Civics of high school level. Credit one-half unit. **For fourth year students.**

Social Science 41. (Formerly 3.) Ancient History. This is a semester's work in the study of Ancient History. The first half of the semester will be devoted to the study of Greek History and the last half to that of Roman History. Credit one-half unit. **For first year students.**

Social Science 42. (Formerly 4.) Medieval and Modern History. The first half of this semester will consider Medieval History and the last half will be devoted to Modern History. Credit one-half unit. **For first year students.**

Social Science 43. (Formerly 6.) English History. This will be a course of high school level in the study of English History. Credit one-half unit. **For second year students.**